

The University of Chicago

AN EVALUATION OF THE
ACCREDITED SECONDARY SCHOOLS
FOR NEGROES IN THE SOUTH

A DISSERTATION SUBMITTED TO THE FACULTY
OF THE DIVISION OF THE SOCIAL SCIENCES IN
CANDIDACY FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY

DEPARTMENT OF EDUCATION
DECEMBER, 1943

By
AARON BROWN

CHICAGO, ILLINOIS

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PART I

INTRODUCTION

CHAPTER I

THE PROBLEM AND METHOD OF THE STUDY

Public education for Negroes in the South, although a recent development, has had remarkable progress from its background in the period of slavery. Less than a century ago Negroes were denied education by law in all of the Southern States. In Georgia, for example, the law prohibited the education of all Negroes and provided for "a public whipping for the slave or free person of color instructed."¹ South Carolina made it an offense to instruct any slave; the offense was punishable by a fine of one hundred pounds. In 1835 North Carolina passed a law which forbade the teaching of Negroes and stated that the public-school system should "never extend any of its benefits to any descendant of Negro ancestors even to the fourth generation."²

In the early stages of secondary education for Negroes in the South, most of the schools were privately owned and operated. It is generally conceded that, among the many efforts to foster higher education for Negroes in this section, the American Missionary Association has made the most outstanding contribution. The period following the abolition of slavery was characterized by confusion relative to public education for Negroes.³ Former slave-masters, Negro leaders, and missionaries proposed various solu-

¹Edwin R. Embree, American Negroes: A Handbook, p. 30. New York: The John Day Company, 1942.

²Ibid., p. 37.

³Carter G. Woodson, The Negro in Our History. Washington: Associated Publishers, 1927.

tions to the problem. Kentucky's apprentice law of 1865 represented an early effort to provide educational opportunities for the Negro; this state, however, had a relatively small number of colored citizens. Beginning in 1867 other Southern States enacted laws which gave the Negro some degree of public education.¹ Today every state provides educational opportunities for its colored population extending from the elementary school through institutions of higher learning.

State accreditation of secondary education for Negroes preceded regional accreditation. The number of secondary schools for Negroes holding state accreditation, however, has been relatively small. As late as 1926 there were for ten million Negroes in seventeen Southern States only 166 state accredited high schools.² Current annual reports and directories, from the State Departments of Education in the eleven states of the Southern Association of Colleges and Secondary Schools,³ show approximately nine hundred state-accredited high schools for Negroes. Two of these states have more than one hundred such schools; North Carolina has 172, while Texas has 102. The 1940 census reports 8,609,000 Negroes in these eleven states. After a five-year effort on the part of a few Southern educators, the Southern Association of Colleges and Secondary Schools began the accreditation of high schools for Negroes in 1931. In its annual meeting at Montgomery, Alabama on December 1, 1931 the Association approved for

¹Horace M. Bond, The Education of the Negro in the American Social Order, pp. 41-74. New York: Prentice-Hall, 1934.

²W. A. Robinson, "Southern Association Accredits Negro High Schools," Southern Workman, LX (November, 1932), 465-71.

³The Southern Association of Colleges and Secondary Schools is a regional accrediting agency; it comprises eleven states--Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

accreditation twenty high schools for Negroes in seven states;¹ the distribution of these schools is shown in Table 1. The

TABLE 1
HIGH SCHOOLS FOR NEGROES ACCREDITED BY THE
SOUTHERN ASSOCIATION IN 1931*

State	Schools	Public	Private
Alabama.....	5	..	5
Florida.....	1	1	..
Georgia.....	2	..	2
Kentucky.....	1	1	..
Mississippi...	1	..	1
North Carolina	9	5	4
Virginia.....	1	1	..
Total....	20	8	12

*Journal of Negro Education, I (April, 1932), 92.

announcement by the Southern Association to approve secondary schools for Negroes came as a surprise, notwithstanding the organized effort to secure this service. The amount of importance attached to this move is shown in the following statement:

In the closing days of 1931 there came quietly and without warning the news of the most significant and radical change in the Southern educational policy that has taken place since separate public schools for Negroes were established by the Reconstruction State Legislatures. In 1921, unthinkable; in 1931, a reality--the accreditation of Negro high schools by the Southern Association of Colleges and Secondary Schools.
... .²

Today, 1942, there are ninety-three schools on the Southern Asso-

¹H. C. Trenholm, "Accreditation of the Negro High School," Journal of Negro Education, I (April, 1932), 34-43.

²Robinson, op. cit., p. 465.

ciation list; seventy-two publicly and twenty-one privately controlled. These are the schools with which this study is concerned and their classification is shown in Table 2.

TABLE 2
CLASSIFICATION OF SCHOOLS EVALUATED

State	Total	Control		Size				Years Covered in High School Organization				
		Public	Private	Over 1,000	500-999	200-499	Less Than 200	2 Years	3 Years	4 Years	5 Years	6 Years
Alabama.....	9	6	3	..	..	2	7	1	..	3	..	5
Florida.....	3	3	..	1	1	1	..	..	..	..	..	3
Georgia.....	11	7	4	1	1	5	4	1	1	8	..	1
Kentucky.....	10	10	..	1	1	4	4	..	1	3	1	5
Louisiana.....	4	1	3	..	1	1	2	..	..	2	1	1
Mississippi...	3	1	2	..	..	..	3	..	..	2	..	1
North Carolina	20	16	4	2	5	7	6	..	1	15	1	3
South Carolina	5	2	3	..	1	3	1	..	..	3	..	2
Tennessee.....	5	4	1	1	2	..	2	..	2	3	..	..
Texas.....	12	12	..	2	6	2	2	..	2	10	..	..
Virginia.....	11	10	1	2	2	6	1	..	1	9	1	..
Total....	93	72 77%	21 23%	10	20	31	32	2	8	58	4	21

The Problem

Purposes.--The first aim of the present study is to evaluate the secondary schools for Negroes, approved by the Southern Association, in relation to the best current practices in secondary education. The major problem is to determine how good these schools are when measured by the best objective criteria avail-

able. The second purpose is to compare the accredited secondary schools for Negroes with normative data for other types of secondary schools.

Limitations.--The study is limited to the ninety-three high schools for Negroes, accredited by the Southern Association of Colleges and Secondary Schools for 1942 in the eleven states of its region. The project is further limited to the data secured from the annual reports, submitted by the schools to the Southern Association; questionnaires;¹ visitation; and specimens of materials.² The scope of the study covers the nine areas set up by the Co-operative Study of Secondary School Standards.³ These areas are: Curriculum, Pupil Activities, Library, Guidance, Instruction, Outcomes, Staff, Plant, and Administration.

Basic assumptions.--The analysis of findings and their interpretation will be treated in light of the following basic assumptions: (1) The high schools for Negroes approved by the Southern Association are the best secondary schools for Negroes in that section of the country; (2) schools can be evaluated on the basis of data secured from the annual reports submitted to the Southern Association, questionnaires, and through careful analysis of samples of work performed in the schools; and (3) the special and critical needs of Negro youth can be adequately met within the framework of accrediting standards and criteria.

Sources of data.--The information about the schools evaluated in this study was secured from the following sources:

¹The questionnaire was made by the present investigator and mailed to the principals of the schools being evaluated.

²These materials included courses of studies, schedules, tests, guidance forms, and school papers.

³Infra, p. 13.

1. Individual school reports to the Southern Association for the academic year 1941-42.
2. Reports to State Boards of Education.
3. Questionnaires.
4. Specimens or samples of work.
5. Correspondence.
6. Personal visits.

The main source of data has been the six-page annual report submitted to the Southern Association by each school and filed in the office of the Committee on Approval of Negro Schools. The secretary of the committee permitted the investigator to use these original forms; they represent the most recent and complete data regarding the schools evaluated. Each report was signed by the principal and superintendent. They were checked by the several state Directors of Negro Education and then sent with their recommendations to the Central Committee on Approval of Negro Schools. Copies of the forms used in this report are found in the Appendix.

Annual reports of the State Boards of Education were studied in a search for information dealing with schools for Negroes. Most of these reports carry a rather general description of schools for Negroes written frequently by the state Directors of Negro Education. In all but a few cases gross inequalities are so prevalent that the state superintendent's annual report usually reads in broad generalities when discussing schools for Negroes.

A brief questionnaire was mailed to seventy schools; forty-three or 61 per cent were returned. The purpose of the questionnaire was to obtain data of a type not included in the annual reports completed for the Southern Association. The form was made short and a self addressed stamped envelope was enclosed.

More than five hundred different items or specimens of work and activities were collected from the schools. They in-

cluded mimeographed materials, minutes of faculty and student activity meetings, schedules, examinations, essays, record forms, report blanks, assembly programs, school papers, year books, handbooks, pictures, constitution and by-laws of clubs, student council programs, and a number of others. These samples have contributed greatly to an understanding of the school's philosophy, objectives, techniques, procedures, and outcomes. It was necessary to write several individual and personal letters in order to complete or clarify certain phases of the findings regarding a few schools.

Twenty-two schools located in nineteen communities of nine states were visited by the investigator in May and part of June, 1942. A few of the schools were re-visited in September, 1942, for the purpose of re-checking. A copy of the three-page form used at the schools, "Check List for School Visitation," is found in the Appendix. Each visit lasted at least one day, in many cases longer; it was unannounced, and was planned by the investigator to accomplish three purposes: (1) To see the school in operation during a typical school day; (2) to check data received from other sources; and (3) to get additional information. Every principal gave whole hearted co-operation. Several of them invited the investigator to meet with the faculty and attend meetings of student groups. These unexpected experiences gave added opportunities for further observation. Table 3 shows the location, control, and enrollment of the schools visited.

During this seven-week period of school visitation some time was given to conferences with parents and former students in the various communities. Week-ends of the trip were spent on college campuses where interviews were held with recent graduates

TABLE 3
INSTITUTIONS VISITED

State	City or Town	School	Control		Enrollment*
			Public	Private	
Alabama.....	Montgomery Plateau	Ala. State High	x	..	179
		Mobile County	x	..	371
Georgia.....	Athens	Athens H.S.Ind.	x	..	296
	Atlanta	Washington	x	..	1,919
	Atlanta	A.U. Laboratory	..	x	206
	Macon	Ballard	..	x	243
Kentucky.....	Louisville	Central	x	..	1,070
	Paducah	Lincoln	x	..	397
Louisiana.....	New Orleans	Gilbert	..	x	197
	New Orleans	Xavier Prep.	..	x	508
Mississippi...	Alcorn	Laboratory	x	..	42
	Tougaloo	Laboratory	..	x	111
North Carolina	Durham	Hilside	x	..	1,250
	Greensboro	Dudley	x	..	893
	Greensboro	Immanuel	..	x	55
	Raleigh	Washington	x	..	708
South Carolina	Camden	Mather	..	x	232
	Columbia	Washington	x	..	974
Tennessee.....	Chattanooga	Howard	x	..	509
	Nashville	Pearl	x	..	1,025
Virginia.....	Newport News	Huntington	x	..	664
	Richmond	Armstrong	x	..	1,334
Total....	19	22	15	7	13,183

*Enrollment: Public, 11,631; private, 1,552.

of the high schools being evaluated.¹ Only first and second year college students were interviewed because it was felt that more

¹Sixteen colleges were visited: Montgomery, Alabama--State Teachers; Atlanta, Georgia--Clark, Morehouse, Morris Brown, Spelman; Louisville, Kentucky--Municipal; New Orleans, Louisiana--Dillard; Durham, North Carolina--N.C. College for Negroes; Greensboro, North Carolina--A. and T., Bennett; Raleigh, North Carolina--Shaw, St. Augustine; Columbia, South Carolina--Benedict; Nashville, Tennessee--Fisk; Hampton, Virginia--Hampton; Richmond, Virginia--Va. Union.

advanced students would be too far removed from the high school situations being observed and analyzed. In the interviews, students were requested in an informal manner to point out the strong and weak points of their former high schools as they saw them. Care was taken not to restrict the conferences and interviews to the highest ranking or honor students; but, rather, to include average and below average students.

Accrediting Agencies

State commissions.--Each state in the Southern Association has some provision for accrediting its high schools. The responsibility is usually vested in an accrediting commission which sets up certain standards and conducts necessary inspections. An analysis of the current reports from these commissions permits the accrediting standards of Southern States to be summarized as follows:

I. Administration.

- A. Minimum time for supervision on part of principal or superintendent.
- B. Teachers elected on recommendation of superintendent (or principal) in immediate charge of the school.
- C. Accurate, well kept, permanent, cumulative records.
- D. Complete and accurate minutes of Board of Education.
- E. Democratic procedures in determining and executing policies.

II. Organization.

- A. Minimum length of school term, usually nine months or thirty-six weeks; 175 days exclusive of holidays.
- B. Minimum length of class periods; ranging from forty-five to sixty minutes. Longer time for science periods and supervised study periods.
- C. Teacher load. In most instances, 750 pupil hours per week.
- D. Accredited elementary departments necessary.
- E. Minimum enrollment; medium minimum is fifty.
- F. Per pupil cost must not be excessive.
- G. Provision for keeping records.
- H. Teacher turn-over. Too much shifting prevents long-range planning.
- I. Minimum number of teachers for high school; not fewer than three full time.

III. Staff.

- A. Three-fourths of faculty including principal required to hold degrees from accredited colleges.

- B. Minimum preparatory requirements; usually two years of college work.
- C. State certificates required.
- D. Minimum preparation in teaching field; the average is twelve.
- E. Minimum professional preparation on courses in education. The trend seems to be toward a requirement of eighteen semester hours.
- F. Superintendent and principal should show credit for work in administration and supervision.
- G. Special emphasis upon training of librarian. The amount required is determined by the size of the school and other duties of librarian.

IV. Curriculum.

- A. Suggested programs of study by grades and types of curricula.
- B. Required constants; most universal courses are units in English and physical education. Trend toward United States history and mathematics.
- C. Minimum units for graduation; usually sixteen.
- D. Use of state adopted text books.
- E. Other instructional materials required--maps, reference materials, visual aids, etc.

V. Plant and Equipment.

- A. Building location and plan.
- B. Adequacy of building and equipment.
- C. Hygienic requirements. These vary by states.
- D. Safety requirements.
- E. Library and science equipment emphasized.
- F. Suggested book collection.

VI. General.

- A. Social atmosphere of school; co-operative spirit must prevail.
- B. Salary schedules; minimum salaries required.
- C. Community relations.
- D. Nepotism discouraged or prohibited.
- E. Standards for extra-class activities; special emphasis placed upon athletic contests.

The several states differ in minor matters relative to approving their high schools for accreditation; but, in general, they follow the pattern as outlined above. Some of the states, of which Texas is an example, list their approved schools in one group. Others group them into size, type, and control classifications. North Carolina has four classes for four year high schools--1AA, 1A, 2A, and 2B. The 1AA schools are the highest rated and most of these are members of the Southern Association. Georgia lists its schools in two groups; Kentucky uses a three-group classification. A few states employ confusing terminology: the Louisiana

list is divided into two groups, "accredited" and "approved"; Virginia uses the terms "accredited," "qualified," and "certified."

Regional associations.--The regional associations of colleges and secondary schools are: New England Association of Colleges and Secondary Schools; Middle States Association of Colleges and Secondary Schools; North Central Association of Colleges and Secondary Schools; Southern Association of Colleges and Secondary Schools; Northwest Association of Colleges and Secondary Schools; and Western Association of Colleges and Secondary Schools. In general, the standards outlined by the regional associations are much higher than those set by the individual states within the association. The North Central Association, through the Commission on Secondary Schools, states its position as follows:

The Association aims to approve only those schools which possess organization, teaching force, standards of scholarship, equipment, and esprit de corps, of such character as will unhesitatingly commend them to any educator, college or university in the territory of the North Central Association. . . . The policies and regulations adopted and the criteria used as bases for the approval of secondary schools should be evaluative in character and should serve to encourage a maximum of growth and development on the part of its member schools.¹

In accrediting high schools the North Central Association follows the techniques of the Co-operative Study of Secondary School Standards. Each school is considered in terms of eight policies, six regulations, and ten criteria.² The four-page annual report form includes explanations of the ten criteria, and a five-point scale for evaluations, the scale which was developed by the Co-operative Study.

The Middle States Association accredits secondary schools

¹Policies, Regulations and Criteria for Approval of Secondary Schools, p. 3. North Central Association of Colleges and Secondary Schools, Amended March 27, 1941.

²Ibid., pp. 5-16.

on the basis of nine standards organized under five heads-- organization and administration, preparation of teachers, the teaching load, program of studies, and physical equipment.¹ In 1942 the Association began a revised technique of accreditation fashioned upon the Evaluative Criteria of the Co-operative Study.²

The Southern Association has not been as liberal as the North Central and the Middle States Associations in adopting standards for accreditation. At present there are approximately twenty-five standards governing approval by the Commission on Secondary Schools of the Association.³ The trend, however, seems to be in the direction of progressive procedures of evaluation, rather than the retention of inflexible regulations which have characterized accrediting agencies in the past.

Evaluative Criteria

Co-operative study.⁴--The Co-operative Study of Secondary School Standards was organized in 1933 through the joint efforts of the six regional associations. The project resulted from a dissatisfaction over the prevailing methods of accrediting secondary schools. The purposes of the co-operative effort are expressed or implied in the following questions raised by the participating groups:

1. What are the characteristics of a good secondary school?

¹Bulletin of Information, pp. 1 f. The Commission on Secondary Schools, E. D. Grizzell, Chairman. Philadelphia: University of Pennsylvania, 1942.

²Ibid., Supplement.

³Standards for Secondary Schools, Commission on Secondary Schools, Frank C. Jenkins, Executive Secretary, Southern Association of Colleges and Secondary Schools, pp. 4-10. Nashville: Vanderbilt University, 1940.

⁴How To Evaluate a Secondary School, 1940 edition, pp. 1-7. Washington: Co-operative Study of Secondary School Standards, 1939.

2. What practicable means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives?

3. By what means and processes does a good school develop into a better one?

4. How can regional associations stimulate secondary schools to continuous growth.¹

The study progressed through four periods of development which culminated in 1940 with the publication of a new technique of evaluation. A committee of twenty-one representing the regional associations, with its Executive Committee of nine and its Administrative Committee of three, was in charge of the study. The project was financed by a grant of \$200,000 from the General Education Board and contributions from the six co-operating associations. Six years of intensive research, accompanied by exhaustive experimental work in more than two hundred secondary schools of all sizes and types throughout the country, were devoted to the study. The work was supplemented by the help and advice of leading secondary school men all over the country. The major publications of the study are: Evaluation of Secondary Schools: General Report; How To Evaluate a Secondary School, 1940 edition; Evaluative Criteria, 1940 edition; and Educational Temperatures, 1940 edition.

The outstanding work with the two hundred schools is given as follows:

1. An evaluation of each school by its own staff, using the Evaluating Criteria as a basis.

2. A study of each of the schools by a visiting committee consisting of at least three competent educators; this survey was based chiefly upon evaluations in terms of the printed criteria.

3. A testing program in which sophomore, junior, and senior pupils in each school were tested for scholastic ability, achievement, and social attitudes in October and again for achievement and social attitudes in May; a total of more than 17,000 pupils were tested.

4. A study of success in college of approximately 13,000

¹Ibid., p. 1.

graduates.

5. A follow-up study of a group of almost 6,000 pupils who did not enter college.

6. Judgments of parents of almost 7,000 secondary school seniors.

7. Judgments of more than 17,000 pupils in the schools.¹

The Evaluative Criteria are used in the present investigation as the primary basis of appraising the schools for Negroes approved by the Southern Association, and the findings relative to these schools will be analyzed in light of the Co-operative Study Criteria. There is sufficient evidence to support the assertion that this technique is the most efficient yet devised for objective measurement of secondary schools. The "Committee on Use of the Evaluative Criteria in the Region of the Southern Association" reports that a large percentage of the accredited schools in that section had used the criteria with satisfactory results.² Another example is found in the work of the Elder Committee which is limited to the Southern Association approved schools for Negroes in North Carolina.³ The Committee has evaluated nine of these schools, and found the Criteria to be objective and efficient.

The Criteria consist of 1,600 items in the form of a Checklist, and 430 evaluations to be made in light of the school's objectives. The Checklists are divided into ten parts: Philosophy, Curriculum and Courses of Study, Pupil Activity Program, Library Service, Guidance Service, Instruction, Outcomes of the Educational Program, School Staff, School Plant, and Administration. The use of these Checklists requires four symbols to denote the following:

¹Ibid., p. 5.

²J. G. Umstattd, Chairman, Report of Committee on Use of the Evaluative Criteria in the Region of the Southern Association, Reprinted from Southern Association Quarterly, February, 1940.

³Alfonso Elder, Chairman, "The Visiting Committee for the Negro High Schools in North Carolina." Durham: N. C. State College for Negroes, 1942.

1. +, to signify that the condition or provision is present or made to a very satisfactory degree. The symbol is recorded in parenthesis preceding the item.

2. -, to signify that the condition or provision is present to some extent or only fairly well made.

3. 0, to signify that the condition or provision is not present or is not satisfactory.

4. N, denotes that the condition or provision does not apply.

The following example taken from page 145 of the Criteria will illustrate the Checklist:

Form L--School Administration
VI. School and Community Relations

A. Information for Parents and Community

Checklist

The school furnishes the parents and community with information about the following:

- () 1. The purposes and objectives of the school.
- () 2. The curricula offerings and their aims.
- () 3. The pupil activity program and its objectives.
- () 11. Rules and regulations regarding school attendance, home study, reports, etc.

After the items on the Checklist have been properly marked, the evaluations for the section are made. Under the example given above only one evaluation is to be made:

- () z. How well is information about the school provided to the parents and community? In the case of evaluations a five point rating scale is used: 5.--Very superior; 4.--Superior; 3.--Average; 2.--Inferior; 1.--Very inferior; and N.--Does not apply.¹

After evaluations have been made the ratings are transcribed on the Summary Form as shown in Figure 1. The primary scores are computed by adding the ratings for the section, making the necessary division, and recording the resultant score. The Standard Conversion Table is used to arrive at the corresponding percentile. All evaluations in the present study were made on the Alpha scale, therefore, percentiles are weighted accordingly. The summary score is obtained by multiplying the percentile scores by

¹Evaluative Criteria, 1940 edition, p. 30. Washington: Co-operative Study of Secondary School Standards, 1939.

X. School Administration SUMMARY FORM

Section	Title of measure	Pages	Computation of primary scores				Computation of summary score								
			Evaluations				Total	Divisor	Score	Per- centile	Weights	Weighted per- centile			
			A →	B →	C →	D →				Alpha	Beta	Gamma			
I	Administrative staff	132-33	3	1	4	2		20	7	2.9	46		920		
II	Organization	134-36	3	3	4	3		12	4	3.0	50		1000		
III	Supervision of instruction	137-39	2	1	2	3		21	10	2.1	22		440		
IV	Supervision of special services	140-41	3	2	3	3		8	3	2.7	39	5	190		
V	Business management	141-44	4	4	3	3		36	12	3.0	50	15	45	750	
VI	School and community relations	145-47	2	4	3	2		29	10	3.2	58	10	10	580	
VIII	General evaluation	148	2	2	3			7	3	2.3	26	10		260	
										Totals			100	100	100
										Summary score (Divide by 100, unless there are "N"s in the "Percentile" column)					41.40
										Equivalent percentile					41.4
															36

SAMPLE THERMOMETERS (2)

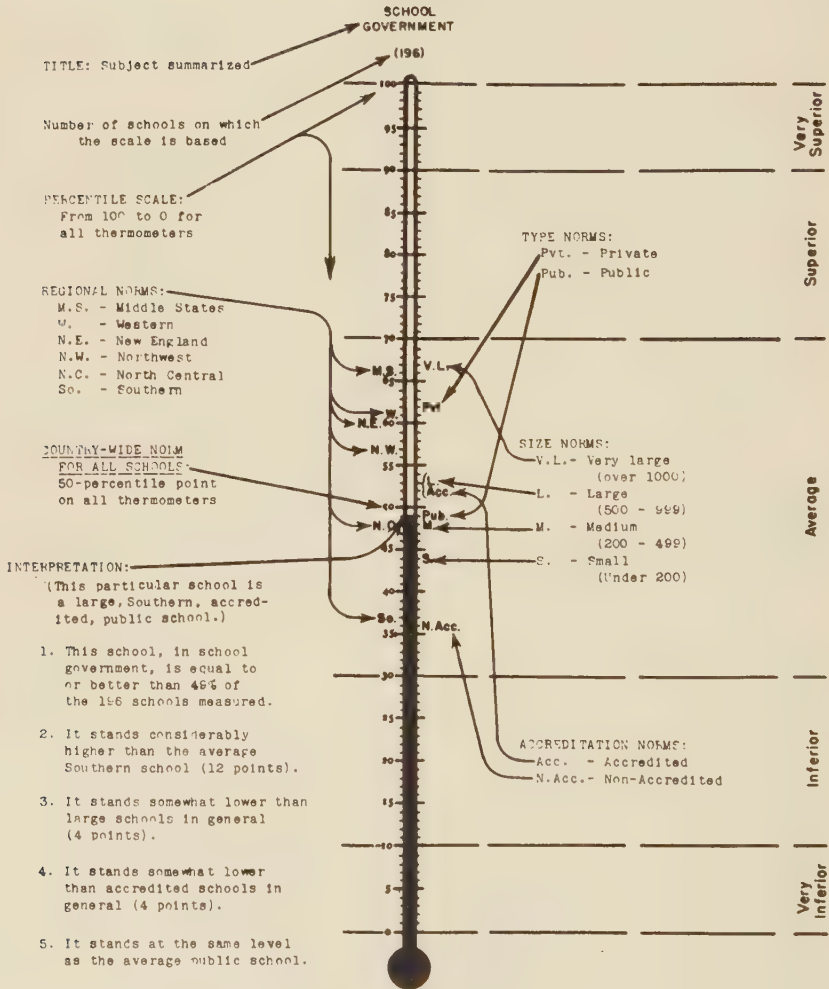


Fig. 2

the various weights, adding them, and dividing by one hundred unless there are "N's" in the Percentile column. The quotient is then used to arrive at the equivalent percentile through inspection of the Summary Conversion Table.

A uniform method of presenting the results of evaluation has been adopted, known as "Educational Temperatures." This method consists of a series of blank thermometer scales which, when properly filled out, are arranged to show graphically in convenient form the relative standing of a school on a large number of significant factors in nine major fields. In presenting the results of the present study, the use of this method will be very limited. Presentation will be done largely through tables. The educational thermometer is basically a percentile scale arranged in graphic form. A sample thermometer is shown in Figure 2. The scale is marked to show regional, size, type, and accreditation norms. In the sample shown, the area is school government and the norms are based upon 196 of the 200 try-out schools. In order to be considered superior a school must at least reach the seventieth percentile; very superior schools are at or above the ninetieth percentile. Figure 2 is designed to show the standing of a large, Southern, accredited, public school; the score is forty-nine or at the forty-ninth percentile. This school is, therefore, equal to or better than 49 per cent of the 196 schools measured.

Each one of the Southern Association schools for Negroes has been evaluated in terms of its objectives with the Co-operative Study criteria. Approximately three hundred different items of information were secured for each school and findings are presented in group form; this also serves to obscure the identity of individual schools. The groupings are as follows: As a total; by size--very large, large, medium, and small; by control--public

and private; and by states. This pattern of grouping is in agreement with the Co-operative Study Criteria.

CHAPTER II

DIGESTS OF RELATED STUDIES

A careful investigation reveals only a few significant studies which are definitely related to the problem of this dissertation. From this group, five are selected for review. They will be discussed, as far as possible, in a chronological order.

The Thomas Jesse Jones Study.¹--This two-volume report represents the findings of a study designed to describe the status of private and higher schools for Negroes in the United States. The project was prepared in co-operation with the Phelps-Stokes Fund under the direction of Thomas Jesse Jones, Specialist in the Education of Racial Groups in the United States Bureau of Education. A detailed description of public and private education available to Negroes is presented for those states in which there are separate schools, as of the year 1916.

Jones discovered only sixty-four public high schools for Negroes in the Southern States, of these just forty-seven maintained four-year courses of study.² In the eleven states which now comprise the region of the Southern Association of Colleges and Secondary Schools there were only twenty-nine four-year public high schools. They were distributed as follows: Alabama, 3; Florida, 2; Georgia, 1 at Athens. Two thousand one hundred and nineteen of the 2,278 secondary school pupils of this state were

¹Thomas Jesse Jones, Negro Education, United States Bureau of Education, Bulletin, 1916, Nos. 38 and 39. Washington: Government Printing Office.

²Ibid., No. 38, p. 42.

enrolled in thirty-two private schools, of this number seventeen were four-year high schools; Kentucky, 9; Texas, 11, and Virginia, 3. In North Carolina 1,087 of the 1,385 high school pupils were attending twenty-eight private schools. Louisiana had no public high school for Negroes, but her 629 students were attending thirteen private high schools. The American Missionary Association of New York, a philanthropic organization operated by the Congregational denomination, sponsored a large percentage of the private secondary schools for Negroes in the South.

On the whole, both the public and private schools were doing a creditable type of work. The study revealed, however, a large number of schools which were lacking in facilities and, therefore, did not justify the level of training being offered. Privately controlled schools were by far the most prevalent, and as a group they were better than the public institutions. The Jones Study made minute analysis of the major phases of the school systems provided for Negroes, and proposed far reaching recommendations.

Although much progress has been made since 1916 in public education for Negroes in the South, the Thomas Jesse Jones Study is still widely quoted. It is most often referred to as the first major investigation of educational opportunities for colored people. The findings of this study centered the attention of the South upon the inequalities and needs in public secondary education for its Negro population.

The National Survey.--Although it was a project carried out under the auspices of the Federal Government, the North Central Association of Colleges and Secondary Schools is credited with stimulating the National Survey of Secondary Education. This three-year survey was financed by a grant of \$225,000 secured in

1928 from the Bureau of the Budget through the efforts of a Committee appointed by the North Central Association of Colleges and Secondary Schools. A Directional Staff of three members headed by William John Cooper, United States Commissioner of Education, executed the project but the major responsibility rested with the Associate Director, Dr. Leonard V. Koos of the University of Chicago. A nine-man Board of Consultants and a staff of educational specialists co-operated in surveying the nation's system of secondary education. The results of the survey were published in twenty-eight monographs by the United States Office of Education.

That phase of the survey which was especially concerned with secondary education for Negroes was under the direction of Dr. Ambrose Caliver, specialist in Negro education of the Office of Education.¹ It was the purpose of monograph No. 7 "to furnish information concerning the availability and present status of secondary education for the Colored race in the Southern States."² This study included all states with separate school systems. It sought the co-operation of the 1,316 Negro High Schools which at that time had a combined enrollment of approximately 167,000 pupils. The data, collected from the schools which finally co-operated in the effort, represented the academic year 1929-1930. The monograph treated the following major subjects: (1) Availability of Secondary Education--The General Situation; (2) The Distribution of High Schools; (3) The Organization of Schools; (4) The Curriculums; (5) The Pupils; (6) Teachers and Principals; (7) Certain Administrative and Supervisory Practices; (8) Housing

¹ Ambrose Caliver, Secondary Education for Negroes, Monograph No. 7. National Survey of Secondary Education: Bulletin, 1932, No. 17. Washington: Government Printing Office, 1933.

² Ibid., p. 1.

and Equipment; and (9) Summary, Conclusions, and Recommendations.

The information used in the report was derived from four sources as follows: (1) Reports from State Departments of Education; (2) Biennial reports filed in the Statistical Division of the United States Office of Education; (3) Personnel forms completed by high school teachers for the National Survey of the Education of Teachers; and (4) Visits to fifty-four high schools during the school year of 1930-1931. An elaborate list of findings are summarized for the areas studied, and the nature and significance of these findings are reflected in the recommendations which come at the end of the monograph. Twenty-four conclusions dealing with the status, trends and relationships in secondary education for Negroes are clearly stated. Gross inequalities are listed and arguments for better facilities for Negro youth are strongly set forth.

In view of the findings and conclusions presented, nine recommendations were made which may be briefly summarized as follows:

1. That the principals and teachers in secondary schools for Negroes modernize those practices and procedures under their control.

2. That high schools for Negroes manifest greater co-operation with national studies and movements designed to improve educational conditions among Negroes.

3. That certain studies be undertaken by those interested in the improvement of high schools for Negroes. Some are: "Factors affecting the elimination and retardation of Negro secondary-school pupils," "Influences and trends of curriculum changes in individual secondary schools," "A Negro student personnel study at the high-school level," "Availability of elementary education for Negroes in selected states and communities in relation to secondary and higher education."¹

4. That consolidation and merging of school districts be carried out as rapidly as possible.

5. That transportation be provided, especially with regard for recommendation four.

6. That emphasis be placed upon the advisability of changing, wherever possible, from the regular type of high school

¹Ibid., p. 120.

to the reorganized type.

7. That courses in Negro History be added to the programs of study in secondary schools for Negroes.

8. That steps be taken as early as possible to provide secondary-school facilities for the 158,939 Negroes of high-school age in the 230 counties of the South in which no Negro high school exist; and 4-year facilities for the 197,242 Negroes of high-school age in the 195 counties where no 4-year high schools are in operation.¹

9. That the support of secondary education be so increased and equitably distributed and the standards so raised as to approximate as nearly as possible an equal educational opportunity for all youths, regardless of condition and race.²

The National Survey of Secondary Education will no doubt continue, for a long time, to be the foremost description of practices, procedures, and trends in American secondary schools.

The Eight-year Study.³--A project which will have far reaching effect upon American secondary education is the "Eight-year Study" or "The Thirty-schools Study" conducted by the Commission on the Relation of School and College of the Progressive Education Association. The study began in 1932 and was financed by the Carnegie Corporation of New York and the General Education Board. Full responsibility and authority for the supervision of the study were given to a Directing Committee of sixteen members under the chairmanship of Wilford M. Aikin, who served as Director of the project. Thirty schools participated in the endeavor; most of them in Northern cities; none were schools especially operated for Negroes. The Commission had two major purposes for conducting the experiment:

1. To establish a relationship between school and college that would permit and encourage reconstruction in the secondary school.

2. To find, through exploration and experimentation, how the high school in the United States can serve youth more effectively.⁴

¹Ibid., p. 121.

²Ibid.

³Wilford M. Aikin, The Story of the Eight-year Study (Summary), Adventures in American Education, Vol. I. New York: Harper and Brothers, 1942.

⁴Ibid., p. 116.

The Commission has published its results in five volumes under the general title Adventures in American Education. The sub-titles of the five volumes are:

Volume I. The Story of the Eight-year Study (The Summary). Wilford M. Aikin, Director of Study.

Volume II. Exploring the Curriculum. H. H. Giles and others.

Volume III. Appraising and Recording Student Progress (Evaluating Records and Reports). Eugene R. Smith and Ralph W. Tyler.

Volume IV. Did They Succeed in College? (A follow-up study of the graduates of the participating schools.) Dean Chamberlin and others.

Volume V. Thirty Schools Tell Their Story (An individual report from each of the thirty schools).

Members of the Commission and representatives of the thirty schools held a number of meetings for the purpose of thinking and planning together. They finally arrived at two major principles which should guide their efforts at reconstruction in the schools.¹ First, that their methods of instruction and the general life of the schools should conform to what is at present known about the ways in which human beings learn and grow. Second, high schools in the United States ought to re-discover their chief reasons for existence. In brief, the participating schools "were quite sure that the spirit and practice of experimentation and exploration should characterize secondary schools in a democracy."² The Follow-up Staff did intensive work with twenty-five institutions of higher learning which had been selected for a study of graduates.³ This group included five state universities, five women's colleges, nine men's colleges, and six coeducational endowed colleges and universities.

An evaluation service of the study was begun in 1934 and its staff worked intimately and co-operatively with the thirty schools "to help develop effective ways to find out what changes

¹Ibid., pp. 17 f.

²Ibid., p. 19.

³Ibid., p. 108.

were produced in students by their school experiences."¹ The Evaluation Staff started their work by analyzing the stated purposes and objectives of the thirty schools, and found that they could be grouped under ten types as follows:

1. The development of effective methods of thinking.
2. The cultivation of useful work habits and study skills.
3. The inculcation of social attitudes.
4. The acquisition of a wide range of significant interests.
5. The development of increased appreciation of music, art, literature, and other aesthetic experiences.
6. The development of social sensitivity.
7. The development of better personal-social adjustment.
8. The acquisition of important information.
9. The development of physical health.
10. The development of a consistent philosophy of life.²

The Evaluation Staff developed a large range of records and reports which included behavior descriptions, reports to parents, and reports to colleges. These forms provide for the recording of a number of indices of personality and character development. More than two hundred tests were devised for measuring growth toward objectives.

Perhaps the greatest benefit derived by the schools from the Eight-year Study was the stimulation for self improvement. The study has shown that the conventional high school-college relationship should be abandoned. Evidence, in a sufficient amount, has been gathered to support the conclusion that many "avenues" lead to success in college. The outworn symbols, such as units, grades, and ranks should be replaced by a more efficient method of describing the whole student to the college. This is a challenge to the guidance service of secondary schools, and a pertinent argument for improved methods of recording and reporting. The present agreement with the institutions of higher learning expires in 1943.

¹Ibid., p. 89.

²Ibid., pp. 89 f.

The thirty participating schools have learned the following relative to the curriculum:

1. That greater emphasis should be placed upon achieving competence in the essential skills for communication.
2. That the methods and materials of instruction should be in harmony with the problems of youth and modern society.
3. That common, recurring concerns of youth should determine the nature of the curriculum.
4. That the school should seek to develop the whole student.
5. That the curriculum in every phase should be based upon a clear and vital purpose.

The Southern Association Study.¹--On December 2, 1936 at the Richmond, Virginia meeting a proposal was made, and later adopted, that the Southern Association of Colleges and Secondary Schools conduct a co-operative study including both a group of high schools and colleges. It is designed to develop an educational program that would more nearly meet the current needs of adolescent youth. The project actually got underway in 1937 when Frank C. Jenkins was selected as director. It is concerned with thirty-three schools, three from each of the eleven states in the Association; it is planned to carry out the proposal as formerly adopted:

It is the purpose of the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools to plan and direct a co-operative study on the part of both high schools and colleges designed to develop an educational program that will more adequately meet the needs of our adolescent group.²

The co-operating schools were carefully selected after a consideration of several important factors. They were encouraged and stimulated to focus attention on meeting the needs of their various communities. From the beginning of the study the schools

¹Frank C. Jenkins, The Southern Association Study: A Report of the Work with the Thirty-three Co-operating Schools. The Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools. Nashville, 1941.

²Ibid., p. 2.

were encouraged to explore in terms of their own situations, to work out individual programs, and constantly to evaluate their own work in light of their peculiar needs. The staff of the study did not force its beliefs on the schools; there was much freedom on the part of each school.

The Director, in collaboration with the staff, has published the results of the several conferences and the work in the schools for a three-year period beginning in 1938. As a direct result of the study many improvements have been made by the schools; the most important ones may be classified as follows: (1) Instructional procedures; (2) evaluation procedures; (3) administrative procedures; (4) relationships among pupils, teachers, and parents; and (5) contributions to community betterment. In each of these five areas the report of the Director lists a number of samples as illustrations of the improvements made by the co-operating schools.¹

The future of the study is unpredictable at this writing, but efforts are being made to continue the work among the schools in co-operation with established agencies. A number of the original plans have not been realized and many of these unfinished investigations hold possibilities which the Commission hopes will materialize through further efforts. Although the group of thirty-three schools includes none for Negroes, the techniques and procedures developed may be as effectively employed by secondary schools for Negroes as they have proved to be with the co-operating institutions.²

The Secondary School Study.³--Beginning in 1940 the Asso-

¹Ibid., pp. 53-64.

²The Secondary School Study.

³"The Purposes of the Secondary School Study": A discussion of purposes, problems, consultative techniques and indexes

ciation of Colleges and Secondary Schools for Negroes has conducted a sixteen-school study under the direction of W. A. Robinson. The responsibility of the project is carried out by a small staff, a central committee, and a group of well known educators who serve as consultants. The efforts of the study are confined to the eleven states of the Southern Association of Colleges and Secondary Schools. Two of the schools are located in each of the states of Alabama, Georgia,¹ Louisiana, North Carolina, and Virginia; while one school is located in each of the remaining six states. Thirteen of the schools are approved by the Southern Association and are, therefore, a part of the group considered in this dissertation. Fourteen of the schools are publicly controlled.

The activities of the study have been geared to the following purposes:

1. To work toward habitual co-operative formulation of purposes, directions, plans, activities by individual school faculties and in classroom situations.
2. To work toward a realization on the part of all members of a school's staff that the total school situation is involved in the Study Program, and that each person has responsibilities in a program of improvement.
3. To keep the schools abreast of current educational and social developments.
4. To promote those kinds of teacher training opportunities which are likely to cause pre-service and in-service teachers to become more effective in achieving the purposes of the emerging high school.
5. To effect on the part of school faculties in the region an increasing amount of self-direction that will assure continuance of the movement after the period of the grant.
6. To promote the development of school experience (curriculum) that will serve better the critical needs of Negro boys and girls.
7. To promote increasing parent and pupil participation in the evolving program of the school.

of appraisal in the program of the Secondary School Study. Secondary School Study: Atlanta, Atlanta University, January 16, 1942 (mimeographed).

¹The Atlanta University Laboratory High School was discontinued in June, 1942.

8. To promote the growth of teachers in understanding child growth and development to the end of helping pupils to make more satisfactory personal-social adjustment--in and through a variety of school and community situations.

9. To promote among teachers the ability and inclination to view and to use all facilities and situations in the school as points at which may occur learning experiences consistent with the objectives of the school.

10. To effect such relationships with the colleges that the values and procedures of the study will be perpetuated and extended through the more permanent institutions of the region. Immediate aims to be (a) to alter undesirable requirements, (b) to create teacher-training concerns in terms of a better understanding of what the secondary schools are doing and why.

11. To promote effective working relationships with superintendents and boards of education serving member schools.

12. To effect co-operative projects with non-member schools and other educational agencies.

13. To promote the incorporation of the children's environment into the learning activities of the school in such a way as to develop in the children an awareness of the environment, the need for a continuous study of its problems and the possibility of developing techniques for attacking them.

14. To have the staff of the Study and the member schools feel that they are a part of a larger and very important movement to improve education in the nation with our particular efforts operating in the field of secondary education.

15. In consideration of the fact that the nation is engaged in a critical war effort which may be extended as to time and far-reaching in its demands upon all of our national resources--to promote through all of the contacts of the Study a realistic conception of the role of the schools in our Total War Effort.¹

As previously stated, these fifteen statements are serving as guiding principles or purposes for the study. An impressive number of illustrations are listed to indicate the extent to which these goals are being realized in the sixteen member schools.

Procedures and techniques have been determined by three major assumptions: (1) Reconstructions in the school program would probably lack effectiveness unless the personnel of the schools shared understandingly in the plans for modifications; (2) the program of the school should be energetically directed toward improved living in the community; and (3) the peculiar

¹"The Purposes of the Secondary School Study," op. cit., pp. 5-31.

needs of the community and the pupil population of each school should determine its program and procedures for further improvement. Therefore, the study has set up three important criteria for the plans and activities:

1. Does the activity have definite possibilities, directly or indirectly, for the improvement of living in the region?
2. Does the activity have definite possibilities for making good schools better in terms of broader opportunities for teachers and students?
3. What data can be obtained relative to the effectiveness of the activity?¹

In its two-year report, the Director and Staff have recorded a large number of accomplishments by the Study and pointed out definite needs for further experimentation. The purposes of the Study have been promoted in more than 100 non-member schools. Co-operation has been given and received by the Negro College Study and the Southern Association Study² on certain purposes common to both projects. Workshops, conferences, and seminars were planned and conducted by the staff of the Study. Bulletins, newsletters, magazine articles, and other materials have been produced and distributed. The outstanding result, thus far, has been the co-operative formulation of purposes and plans by the member schools.

The staff of the Study recognizes certain purposes or goals which it has not been able to promote effectively. Among those needing further exploration are: relationships between high school and college; methods and materials for meeting the special needs of Negro youth; and techniques for developing greater civic

¹"Report of Two Years of Activity of the Secondary School Study of the Association of Colleges and Secondary Schools for Negroes." Secondary School Study. Atlanta: Atlanta University, September, 1942, p. 2.

²The Southern Association Study, supra, p. 28.

participation and responsibility.

There is sufficient evidence to substantiate the belief that the Secondary School Study has been a wise and useful venture. Its benefits and implications have done much to stimulate desirable changes in the secondary schools for Negroes of the South.

Conclusions concerning previous studies.--These five studies were selected for review because their findings can contribute much to the present study. Two of them--the Jones Study and the National Survey--give the historical development of secondary education for Negroes. The Eight-year Study, the Southern Association Study, and the Secondary School Study are rich in suggestions for evaluative purposes. The Secondary School Study has an added advantage in that it deals with schools for Negroes. It has hopeful plans for meeting the special and critical needs of colored youth in the South.

PART II

THE SOCIO-ECONOMIC SETTING OF SECONDARY
SCHOOLS FOR NEGROES

CHAPTER III

COMMUNITY FACTORS

Population

Seventy-seven per cent, or 9,994,178 of the 12,865,518 Negroes in the United States live in the South.¹ From 1930 to 1940 the percentage of Negroes residing in the South decreased from 78.7 to 77.0 per cent; notwithstanding, there was a 5.8 per cent increase in the number of Negroes living in this section. During this ten-year period the number of Negroes in the North increased 15.8 per cent and 41.8 per cent in the West. The total increase for the Country was 974,375 or 8.2 per cent.² There are 8,610,365 Negroes in the eleven states comprising the scope of this study. The Negro represents 26.3 per cent of the inhabitants of these eleven states ranging from 7.5 per cent in Kentucky to 49.2 per cent in Mississippi. In the sixteen Southern States and the District of Columbia Negroes constitute 22.4 per cent of the population; they total 9.8 per cent of the Country's 131,669,275 inhabitants.³

Two-thirds of the people in the region under study live in rural areas as compared to approximately two-fifths for the nation. This rural setting of the schools in this section has

¹Sixteenth Census of the United States: 1940. Population: Characteristics of the Population, Second Series. Washington: Government Printing Office, 1941.

²Ibid., Racial Composition of the Population by States, No. 1, p. 10.

³Ibid.

numerous implications for education, especially at the secondary level. These implications, as will be shown later, are reflected in both the quality and quantity of educational opportunities made available to Negro youth. The population of the South is slightly more compact than the nation as a whole, having an average of 47.4 persons per square mile. However, the eleven states of the Southern Association average 55.4 persons per square mile ranging from 24.3 in Texas to 72.2 in North Carolina. Table 4 gives the characteristics of the population by states including averages for the South and for the nation. As previously indicated, 67 per cent of all Negroes in America live in the group of states being studied. In order to point out the community setting of the accredited secondary schools for Negroes, the population of the various school locations is presented by states in the Appendix. In addition the size and control of the schools are shown.

The significance of school evaluations is enhanced when they are made in light of the community setting. The size of the community, racial proportions, interests, industries, and occupations are important sources for understanding the local framework in which a school is operating.¹ "The school should know the distinctive characteristics and needs of the people and groups of people of the school community. . . . But every school community inevitably is interrelated with other communities and is a part of larger communities, particularly the state and nation."² The schools being evaluated in this study are located in eighty-seven different communities which have been classified according

¹How To Evaluate a Secondary School, 1940 edition, p. 9. Washington: Co-operative Study on Secondary School Standards, 1939.

²Evaluative Criteria, 1940 edition, p. 18. Washington: Co-operative Study on Secondary School Standards, 1939.

TABLE 4
POPULATION CHARACTERISTICS BY STATES^a

State	State Total	Rank	Negroes		Per Cent of State Population		Persons Per Square Mile
			Number	Per Cent	Urban	Rural	
Alabama.....	2,832,961	17	983,290	34.7	30.2	69.8	55.5
Florida.....	1,897,414	27	514,198	27.1	55.1	44.9	35.0
Georgia.....	3,123,723	14	1,084,927	34.7	34.4	65.6	53.4
Kentucky.....	2,845,627	16	214,031	7.5	29.8	70.2	70.9
Louisiana.....	2,363,880	21	849,303	35.9	41.5	58.5	52.3
Mississippi...	2,183,796	23	1,074,578	49.2	19.8	80.2	46.1
North Carolina	3,571,623	11	981,298	27.5	27.3	72.7	72.7
South Carolina	1,899,804	26	814,164	42.9	24.5	75.5	62.1
Tennessee.....	2,915,841	15	508,736	17.4	35.2	64.8	69.5
Texas.....	6,414,824	6	924,391	14.4	45.4	54.6	24.3
Virginia.....	2,677,773	19	661,449	24.7	35.3	64.7	67.1
Total....	32,727,266	..	8,610,365	26.3	34.4	65.6	55.4
South ^b ...	41,665,901	..	9,994,178	22.4	36.7	63.3	47.4
United States.	131,669,275	..	12,865,518	9.8	56.5	43.5	44.2

^aData secured from the Sixteenth Census of the United States, Second Series: 1940. Population: Characteristics of the Population. Washington: Government Printing Office, 1941.

^bIn addition to the eleven states in the region of the Southern Association, the South includes: Arkansas, Delaware, District of Columbia, Maryland, Oklahoma, and West Virginia.

TABLE 5
CLASSIFICATION OF SCHOOL COMMUNITIES ACCORDING TO POPULATION

Population	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia	Total	Per Cent
Rural (R) = Less than 2,500 ^a	1	..	..	1	..	3	1	1	1	..	4	12	12.9
Town (T) = 2,500-14,999.....	5	1	2	4	..	..	4	2	1	2	1	22	23.6
Small City (SC) = 15,000-49,999...	1	1	4	3	2	..	8 ^b	..	..	1	3	23	24.7
Medium City (MC) = 50,000-99,999..	1	..	3	1	..	..	6	2	..	4	1	18	19.3
Large City (LC) = over 100,000....	1 ^c	1	2	1	2	..	1	..	3	5	2	18	19.3
Total.....	9	3	11	10	4	3	20	5	5	12	11	93	99.8

^aThe size classification of communities was arbitrarily adopted for the convenience of this study. The United States Bureau of the Census defines a "Rural" community but describes the "Town" and "City" in rather general terms. In the discussion of these communities reference will be made through the above symbols: "R," "T," "SC," "MC," and "LC."

^bIncludes Orange County.

^cMobile County.

to size of population. Table 5 gives this information by states and the number of communities or locations in each class. It will be observed from this table that more than one-fourth of these communities are small cities with populations ranging from 15,000 to 50,000. Approximately 16 per cent of the cities have populations which exceed 100,000. Two-thirds of the communities have populations under 50,000.

Employment

Occupational distribution of Negroes.--There are fewer than ten major occupations, out of a total of 168, in which no Negroes are engaged; but, there are several major occupations in which fewer than twenty-five Negroes are employed.¹ In the eleven states included in this study Negroes are engaged in all major occupational classes, however, they are concentrated in the low income types of work. In a recent survey it was revealed that "more than twice as many Negroes as whites, proportionately, are limited to agricultural and domestic service."² Negroes make up 64.8 per cent of all farm laborers and domestic servants. On the basis of population few Negroes are gainfully employed as professional workers, proprietors, and protective service workers. In Mississippi, for example, where the Negro and white population is approximately equal there are 12,700 white professional workers but only 2,314 such Negro workers. In certain areas of employment it is generally thought that there are no Negro workers; but, today such a belief is no longer defensible. The 1940 census re-

¹Sixteenth Census of the United States: 1940. The Labor Force: Occupation, Industry, Employment, Income. Washington: Government Printing Office, 1941.

²"The Negro in the U.S.A.," Survey Graphic, XXXI, No. 11 (November, 1942), 460 f.

ports municipally owned transportation companies and privately owned companies employing Negroes as officials in the deep South-- a practice which was unthinkable a few years ago. Today Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia are employing at least one Negro as a city bus or trolley conductor; two are reported for Texas. Florida, Georgia, South Carolina, and Texas are reported to have one railroad conductor of the Negro race; North Carolina has three. Virginia has three Negro telegraph operators.¹ These are only a few examples of the fact that Negroes are now engaged in occupations in which they were formerly denied entrance, especially in the deep South. The 1940 census groups the 168 major occupations under eleven general titles or classes; Table 6 shows the classification and an indication of the number of Negroes gainfully employed in each class. The number of Negroes, by occupations and states, was counted by the present investigator as listed in the census. If the number seemed to be proportional relative to the population ratio, then the proportion of Negroes was said to be "equitable." Likewise the same principle was employed to determine whether the Negro's participation was "very high," "high," "low," or "very low." The occupational distribution of Negroes in the eleven states of the Southern Association follows the same general pattern as shown in Table 6.

Negroes are concentrated in low paying occupations and the average income for the race is low. In the large North Central cities 40 per cent of Negro incomes are less than \$1,000 per year. In the rural communities of the deep South 90 per cent of

¹Sixteenth Census of the United States: 1940. The Labor Force: Occupation, Industry, Employment, Income. Washington: Government Printing Office, 1941.

TABLE 6
EMPLOYMENT BY CLASSES OF OCCUPATIONS*

Classes	Number of Occupations	Proportion of Negroes
Professional and semi-professional workers.....	26	Low
Farmers and farm managers.....	1	High
Proprietors, managers, and officials (except farm).....	14	Very low
Clerical, sales, and kindred workers...	17	Equitable
Craftsmen, foremen, and kindred workers	29	Low
Operatives and kindred workers.....	39	Equitable
Domestic service.....	1	Very high
Protective service workers.....	4	Low
Service workers (except domestic and protective).....	10	High
Farm laborers and foremen.....	2	High
Laborers (except farm and mine).....	25	Very high
Total.....	168	...

*Data secured from the Sixteenth Census of the United States: 1940. The Labor Force: Occupation, Industry, Employment, Income. Washington: Government Printing Office, 1941.

Negro incomes are less than \$1,000 per year.¹

Employment by race, sex, and age.--In Table 7 an attempt is made to present the employment situation of the Negro in the South through a comparison with the situation of whites in the same area. Percentages of persons gainfully employed in each of the eleven states is shown for the ages covering the secondary school period. The fact that a large number or percentage of Ne-

¹"The Negro in the U.S.A.," op. cit., p. 461.

TABLE 7

EMPLOYMENT BY RACE AND AGE GROUPS IN PERCENTAGES*

State	14 Years of Age and Over							14 and 15 Years	16 and 17 Years		18 and 19 Years		Number of Occupa- tions With No Negroes	
	State Total	White			Negro				State	Negro	State	Negro		
		Total	Male	Fe- male	Total	Male	Fe- male							
Alabama.....	51.4	48.5	79.7	17.6	57.0	80.9	35.5	11.1	17.7	27.8	37.4	46.8	54.0	8
Florida.....	54.0	49.9	75.9	24.4	65.3	82.5	48.7	8.5	15.8	25.3	36.7	49.6	56.9	10
Georgia.....	54.9	52.1	81.4	23.3	60.5	83.4	40.5	15.1	23.9	34.3	45.9	54.7	59.6	5
Kentucky.....	48.9	48.2	80.1	15.9	56.9	77.0	37.1	12.9	8.8	27.6	29.1	46.9	50.9	14
Louisiana.....	51.7	49.1	79.3	19.0	56.6	81.4	33.5	10.3	16.6	27.9	37.6	49.8	55.1	5
Mississippi...	53.2	48.9	79.1	18.6	57.9	84.4	32.9	16.2	23.7	30.0	40.0	45.9	52.4	10
North Carolina	53.5	52.2	80.3	24.6	57.2	79.5	36.2	9.5	14.0	28.8	35.8	52.7	55.4	6
South Carolina	56.1	53.6	80.8	26.9	59.8	82.1	39.6	14.4	22.7	35.4	45.4	56.8	60.8	9
Tennessee.....	50.6	48.7	79.5	18.7	59.0	80.8	39.0	9.6	13.6	26.9	36.0	47.0	54.6	8
Texas.....	51.7	50.4	80.5	20.0	59.5	80.3	39.9	7.4	8.8	23.7	27.8	48.0	52.9	8
Virginia.....	52.5	51.0	80.7	20.9	57.0	78.8	35.3	8.1	12.8	26.9	37.1	53.0	58.0	3

*The basic data for this table were secured from the 1940 Census Reports for the individual states. Percentages refer to full-time workers.

groes of high school age are employed full time has many implications for secondary education. It will be observed from the table that each state differs in its pattern of employment percentages. In Kentucky only 48.9 per cent of the persons fourteen years of age and over are employed; while the percentage is more than seven points higher in South Carolina. Fewer Negro men than white men, proportionately, are employed in the four states of Kentucky, North Carolina, Texas, and Virginia. In every state of the group a larger percentage of Negro women is employed than white women. The highest percentage of Negroes is employed in Florida; the lowest percentage in Louisiana. Negro youths between the ages 14 to 19 are employed in larger percentages than white youths of the corresponding ages and state. Almost a fourth of the Negroes of 14 and 15 years of age in Mississippi are gainfully employed as compared with less than 9 per cent in Kentucky and Texas. In each state there are a few occupations in which no Negroes are engaged; the number ranges from three in Virginia to fourteen in Kentucky. The occupations¹ in which there are no Negroes are not the same for each state; there is little overlapping or duplication. For example, there are no Negro bus or street car conductors in Alabama, but Texas has two.

School Funds

The South's ability to finance education.--It is generally agreed that the South is relatively poor when compared with the East and West.² The dual system of education operating in the

¹This refers to the 168 major occupations listed in the 1940 census. See The Labor Force: Occupation, Industry, Employment, Income for each of the eleven states in the Southern Association.

²Report of the Advisory Committee on Education, F. W. Reeves, Chairman. Washington: Government Printing Office, 1938.

South places added burdens on this section. Since it is doubtful that an adequate program of public education could be supported by the South, an efficient dual system is an impossibility. Several efforts have been made to lighten the financial load in the deep South and to equalize educational opportunities on a national basis. Among the most recent attempts are the Harrison-Thomas Bill (Senate Bill 1313) and the Thomas-Hill Bill (Senate Bill 637). The former bill was not passed; the latter bill was introduced into the Seventy-eighth Congress on February 4, 1943. Senate Bill 637 provides for an annual expenditure of \$300,000,000 from Federal funds--two-thirds of this amount to be used for teachers' salaries and one-third for more nearly equalizing educational opportunities among and within the states.¹ Apportionments to states would be determined by a number of factors such as: the number of pupils in average daily attendance; financial needs as measured in terms of the number of persons five to seventeen years of age; total income payments in the respective states. The bill provides for a just and equitable allocation of funds for minority races:

In states that maintain separate schools for minority races, there is to be allotted for the minority schools a proportion of the funds that is not less than the proportion that the minority group is of the total population in the state, without a reduction in the proportion of funds from state and local sources spent for schools for the minority race in 1941-42.²

In pointing out the dire need for Federal aid for education, Senator Thomas, in an address at the time he offered the first bill, said:

The evidence is conclusive that if all the states put their fiscal houses in order differences in educational oppor-

¹"Federal Aid for Education," The Journal of the National Education Association, XXXII, No. 4 (April, 1943), 95.

²Ibid.

tunity would be approximately as great as they are now. In fact, the evidence is conclusive that many of the states that have already done most to put their fiscal houses in order are the poor states, as for example, Mississippi, Kentucky, North Carolina, West Virginia, Alabama, Arkansas, Oklahoma, Louisiana, and South Carolina. For the most part, the poorer states have the most diversified tax systems and highest rates. Studies show that if each state should undertake to support a program of education equal to the average of the Nation, the poorest state would have to spend for schools alone 190 per cent as much revenue as it could raise, leaving nothing whatever for any other type of state or local governmental service.¹

Several studies have been made which show that the South has a larger educational task than other sections of the nation. Among the most outstanding studies have been those by the American Youth Commission, the National Resources Planning Board, and the Advisory Committee on Education. The South has one-third of the nation's children to educate but only one-sixth of the nation's school income.² Further, the South has only one-eighth of the nation's wealth.³

Sources of school funds.--Public education is financed by funds derived from three main sources--local, state, and federal. Table 8 shows the percentage of the total funds received from each of the three major sources. The fiscal divisions are the school districts, towns, cities, counties, and the state. The rates of taxation varies with the state; and amounts received from each major source do not follow a fixed pattern in every state. Five of the eleven states in the Southern Association derive 50 per cent or more of their school revenues from local taxation; the range is from 35.6 per cent in Louisiana to 68 per

¹News Release, Washington, April, 1941. Quoted in Federal Aid to Public Education, Commission on Interracial Co-operation, Atlanta, September, 1941, p. 3.

²Southern States Work Conference on School Administrative Problems, Bulletin No. 1, p. 1. Tallahassee, Florida, 1941.

³Ibid.

cent in Virginia. Six of these states secure 50 per cent or more of their educational funds from state appropriations; the range is from 30.5 per cent in Tennessee to 62.9 per cent in Louisiana. Federal funds make up a small share of the total spent for educational purposes in these states; only three states in the group being investigated receive as much as 3 per cent or more from the Federal Government.¹

TABLE 8
SOURCES OF SCHOOL SUPPORT IN PERCENTAGES,
1939-40^a

State	Local	State	Federal
Alabama.....	41.9	54.2	3.9
Florida.....	48.1	51.0	0.9
Georgia ^b	40.3	57.4	2.3
Kentucky ^b	61.6	36.7	1.7
Louisiana ^b	35.6	62.9	1.5
Mississippi.....	54.9	42.1	3.0
North Carolina ^c	36.8	59.6	3.6
South Carolina.....	52.7	45.2	2.1
Tennessee.....	67.7	30.5	1.8
Texas.....	46.9	51.7	1.4
Virginia.....	68.0	30.6	1.4

^aState School Finance Systems, Research Bulletin, XX, No. 5, 156 f. National Education Association. Washington, November, 1942.

^bData for school year 1940-41.

^cData for school year 1938-39.

¹State School Finance Systems, Research Bulletin, XX, No. 5, 156 f. National Education Association. Washington, November, 1942.

The Pupils

Negroes of school age.--In ten of the Southern Association States Negroes of school age number more than 150,000. Mississippi has the highest number followed by Georgia and North Carolina. In general, the school-age population is about one-third of the total population. Approximately 10 per cent of the population is of high school age. Table 9 gives the number of Negroes of school age for each of the eleven states.

TABLE 9
NEGROES OF SCHOOL AGE^a

State	Total Negro Population	Number 5-20 Years of Age	High School Age ^b	
			Number	Per Cent
Alabama.....	983,290	352,643	104,757	10.7
Florida.....	514,198	153,475	48,698	9.5
Georgia.....	1,084,927	384,853	118,155	10.9
Kentucky.....	214,031	60,228	19,941	9.3
Louisiana.....	849,303	284,436	86,881	10.2
Mississippi...	1,074,578	385,137	114,415	10.6
North Carolina	981,298	375,133	118,716	12.1
South Carolina	814,164	327,748	102,278	12.6
Tennessee.....	508,736	155,269	49,952	9.8
Texas.....	924,391	299,722	93,908	10.2
Virginia.....	661,449	232,161	74,838	11.3
Total....	8,610,365	3,010,815	932,539	10.8

^aData secured from the Sixteenth Census of the United States: 1940. Population: Characteristics of the Population. Washington: Government Printing Office, 1941.

^bThis refers to those of 15-19 inclusive. An age range of 13-19 would more nearly cover the ages of Negroes in the high schools of these states. But, attendance figures for this age group--13-19--are not available either from the Sixteenth Census or from current reports of the State Boards of Education.

TABLE 10
NEGROES ATTENDING SCHOOL BY AGE GROUPS*

State	Total Negroes Attending School	Per Cent of Persons 5-20 Yrs. Old At- tending School		Per Cent of Persons 10-14 Yrs. Old At- tending School		Per Cent of Negroes Attending School in Each Age Group					
		Negro	Native White	Negro	Native White	14	15	16 and 17	18 and 19	20	21-24
Alabama.....	217,287	61.6	67.6	88.6	94.3	83.6	74.4	49.8	19.4	7.5	2.4
Florida.....	95,154	62.0	70.4	89.1	94.2	83.5	73.3	47.7	18.6	6.9	2.3
Georgia.....	226,694	58.9	66.0	87.2	92.3	77.7	64.1	38.3	13.4	5.0	1.7
Kentucky.....	36,344	60.3	45.5	84.7	62.8	82.5	75.2	51.8	21.0	7.8	2.7
Louisiana.....	170,374	59.9	69.1	87.3	94.8	81.7	70.0	44.5	16.6	6.4	2.3
Mississippi.....	225,894	58.7	71.8	83.2	93.8	77.9	69.6	48.5	19.4	6.7	1.8
North Carolina....	239,568	63.9	66.0	92.8	95.0	87.1	75.8	49.4	18.7	7.1	2.2
South Carolina....	198,785	60.7	67.5	90.6	96.2	84.1	72.9	45.9	16.1	5.3	1.6
Tennessee.....	97,417	62.7	64.2	91.6	90.3	87.1	76.0	49.5	18.8	6.8	2.4
Texas.....	201,947	67.4	66.9	94.9	94.1	91.9	84.1	60.0	21.4	6.9	2.1
Virginia.....	141,487	60.9	65.0	91.7	94.6	85.2	71.9	44.8	15.7	6.2	1.9

*Sixteenth Census of the United States, Second Series: 1940. Population: Racial Composition of the Population (Individual State Reports). Washington: Government Printing Office, 1941.

School attendance.--A recent survey has shown that 25.5 Negroes out of every 1,000 are attending public high schools.¹ This indicates rapid growth since only 2.6 per 1,000 were attending in 1920; and 10.0 per 1,000 in 1930. On this basis, therefore, it is believed that 328,000 Negroes attended public high schools in 1942. Notwithstanding this rapid growth in school attendance on the part of Negroes, the average educational attainment of the race is only 5.7 years of schooling compared to 8.8 years for native whites.² Table 10 gives the number of Negroes attending school, percentages by age groups, and a comparison with native whites. The percentage of whites, 5 to 20 years of age, attending school is higher in all states except Kentucky and Texas. The percentage of Negroes attending school between 10 and 14 years of age ranges from 83.2 in Mississippi to 94.9 in Texas. Here, again, the whites have higher percentages in all states except Kentucky, Tennessee, and Texas. For the 18 and 19 year olds the percentages range from 13.4 in Georgia to 21.4 in Texas. The percentages for those twenty or older are, of course, comparatively low.

There were 256,783 Negroes enrolled in 1,558 public high schools in 1938. These schools had 8,789 teachers; and they were located for the most part in Southern States.³ More than two-thirds of the schools were located in the eleven states of the Southern Association. Mississippi had the smallest enrollment of

¹"The Negro in the U.S.A.," op. cit., p. 461.

²Sixteenth Census of the United States: 1940. Population: Characteristics of the Population, Second Series. Washington: Government Printing Office, 1941.

³Biennial Survey of Education in the United States: 1940. Statistics of Public High Schools, 1937-38. Bulletin 1940, No. 2. U. S. Office of Education. Washington, 1940.

the group while North Carolina had the highest. Table 11 gives the number of schools, teachers, and pupils for the region being studied.

TABLE 11
NEGRO HIGH SCHOOL ENROLLMENT, 1937-38*

State	Number of Public High Schools for Negroes	Teachers	Enrollment
Alabama.....	80	513	15,469
Florida.....	70	502	14,187
Georgia.....	144	598	17,094
Kentucky.....	79	380	9,292
Louisiana.....	63	340	11,786
Mississippi.....	100	359	9,280
North Carolina...	200	1,014	33,814
South Carolina...	69	356	9,904
Tennessee.....	74	482	13,832
Texas.....	270	1,091	32,208
Virginia.....	98	552	16,620
Total.....	1,247	6,187	183,486

*Biennial Survey of Education in the United States: 1940. Statistics for Public High Schools, 1937-38. Bulletin 1940, No. 2. U. S. Office of Education, Washington, 1940.

Pupils in Southern Association schools.--There were 40,976 pupils enrolled in the ninety-three Southern Association schools in 1942. Of this number 7,323 were in the senior classes. Table 12 gives the enrollment of these schools by states and grades. Fifty-eight of the schools are four-year institutions; twenty-one are six-year; eight are three-year; four are five-year; and two

TABLE 12

ENROLLMENT BY GRADES IN SOUTHERN ASSOCIATION SCHOOLS, 1942

State	Total Number of Schools	Enrollment by Grades										Number in Senior Class ^a	Total Enrollment		
		7		8		9		10		11				12	
		Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils			Schools	Pupils
Alabama.....	9	5	116	5	84	8	363	8	357	9	323	321	1,564		
Florida.....	3	3	559	3	415	3	454	3	337	3	289	224	2,278 ^b		
Georgia.....	11	1	37	7	591	9	567	10	1,358	10	988	867	4,239 ^b		
Kentucky.....	10	5	193	6	346	9	581	10	942	10	749	566	3,377		
Louisiana.....	4	1	72	4	258	4	263	4	220	4	195	12	1,020		
Mississippi....	3	1	17	1	15	3	69	3	51	3	64	55	271		
North Carolina	20	3	250	17	2,296	19	2,462	20	2,328	20	1,834	1,494	9,807		
South Carolina	5	2	45	5	455	5	562	5	418	5	358	332	1,911		
Tennessee.....	5	..	..	..	..	3	202	5	742	5	857	562	2,363		
Texas.....	12	..	..	6	1,573	10	1,929	12	2,053	12	1,736	1,671	8,040 ^c		
Virginia.....	11	..	..	9	1,439	11	1,931	11	1,353	11	1,087	1,063	6,106		
Total....	93	21	1,289	63	7,472	84	9,383	91	10,159	92	8,480	7,323	40,976		

^aThe senior class is the eleventh grade in schools organized on a 7-4 plan; it is the twelfth grade in those schools organized on the 8-4 or 6-3-3 plans.

^bBecause of incomplete data one school with an enrollment of 111 is counted in the total enrollment but not in the grade distribution.

^cThe discrepancy of fifty-one between the total and grade distribution is due to the fact that one school counted its special students in its total enrollment but did not list them in the grade distribution.

TABLE 13
AGE-GRADE DISTRIBUTION OF PUPILS IN THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES
SHOWN IN PERCENTAGES FOR THE BEGINNING OF THE SCHOOL YEAR 1942*

Grade	11 Yrs. or Less	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	21 Yrs. and Over
Post-graduate	....	....	....	....	....	0.8	1.3	9.7	41.4	31.6	14.5
Twelfth.....	....	....	....	....	2.8	16.4	32.5	27.9	16.7	1.8	1.5
Eleventh.....	....	....	....	0.7	3.4	32.5	45.4	13.9	1.5	1.3	0.6
Tenth.....	....	....	0.6	4.8	32.2	44.5	10.9	4.3	1.5	0.7	....
Ninth.....	....	....	5.7	26.9	48.3	14.9	3.2	0.4	....	....	....
Eighth.....	....	0.3	23.6	68.2	4.3	2.7	0.6	....	....	....	....
Seventh.....	0.3	19.7	70.2	7.3	1.8	0.5	....	....	....	....	....
Total....	0.04	2.9	14.3	15.4	13.3	16.0	13.4	8.0	8.7	5.0	2.6

*All schools were adjusted to a twelve-year grade plan.

are two-year schools.¹

A child ordinarily begins school sometime after his fifth birthday but before his sixth in the Southern Association region. Grades in all the schools have been equated, for purposes of comparisons in this study, by adjusting them to a twelve-year program. Consequently, to arrive at the expected or normal age for a given grade six was added to the grade number. Therefore, a student in the tenth grade is expected to be sixteen years old--six added to ten. In a few school communities it was found that admission to the beginning grade was determined by a mental age index rather than a chronological age of five or six. Likewise, a few communities permit children to enter any time after their fifth birthday providing they are socially ready. Table 13 shows the age-grade distribution in percentages for the schools being evaluated. It will be observed that 66.38 per cent of the pupils were between the ages fifteen and nineteen; 32.64 per cent were below age fifteen and only .98 per cent were above nineteen. The age-grade distribution reveals that on a basis of a beginning age of six, many of the pupils in these schools are slightly over-age. If, on the other hand, a beginning age of five is used in the calculations most of the pupils are quite over-age for their grades.

The results of an analysis of pupil-retention or stability are shown in Table 14. These data represent only the thirty-six schools which reported complete information on individual pupils. It will be observed that the median school retained only 60.7 per cent of the pupils to the beginning of the senior class. All schools were adjusted to a four-year plan. For example, the first year of high school should be interpreted to mean three years

¹Table 2, chap. 1, supra.

TABLE 14

STABILITY OF ENROLLMENT FOR THE ACCREDITED SECONDARY SCHOOLS
FOR NEGROES, SHOWN IN PERCENTAGES, OCTOBER, 1942

School	1938-1939	1939-1940	1940-1941	1941-1942
	1st Year High	2d Year High	3d Year High	Senior Class
Median school....	100	81.6	77.4	60.7
Highest retention	100	90.8	84.5	78.3
Poorest retention	100	76.9	69.7	52.5

TABLE 15

1940-41 WITHDRAWALS IN THE ACCREDITED SECONDARY
SCHOOLS FOR NEGROES, SHOWN IN PERCENTAGES^a

Reasons for Withdrawal ^b	Per Cent	Rank
Graduated.....	51.9	1
Poor scholarship.....	4.5	5
Lack of interest in school work.....	7.8	3
Disciplining difficulties.....	3.2	8
Family moved away.....	3.5	7
Financial reasons.....	6.3	4
Illness of pupil.....	2.7	9
Pupil's help needed at home.....	3.9	6
Marriage.....	2.2	10
To go to work.....	9.4	2
Other reasons.....	1.9	12
Unknown.....	2.3	11

^aBased on reports from the sixty-four schools with complete data.

^bForm adopted from Co-operative Study Criteria.

below the senior or graduating class.

Caliver found, from a study of 13,073 Negro high school graduates and non-graduates in thirty-two states, that withdrawal could be traced to five principal reasons: failure in school work; poor health; lack of relation between school work and chosen occupation; dislike for teacher; and lack of interest.¹ The findings of the present study show similar reasons for withdrawals or "drop-outs." The results of an analysis of reports in this area are listed in Table 15. "Graduation" is considered a reason for withdrawal since the Evaluative Criteria of the Co-operative Study includes it in its list.² More than 50 per cent of withdrawals in Southern Association schools for Negroes are due to graduation. Other reasons in order of rank include: employment; lack of interest; financial reasons; and poor scholarship.

The Southern Association schools for Negroes graduated, in 1941, 88.6 per cent of their seniors. The remaining 11.4 per cent either withdrew or failed to graduate for other reasons. Of the 6,485 graduated from ninety-one schools 2,379 or 37 per cent entered college. Several factors influence the number of graduates who attend college. Among the more significant factors are: the philosophy and objectives of the secondary school from which they graduate; the proximity of institutions of higher learning; and financial resources. Table 16 gives the number of 1941 graduates attending college. In states where a majority of the accredited schools are public, the number of graduates attending college is relatively small. The percentage attending college is high in

¹Ambrose Caliver, Negro High School Graduates and Non-graduates, p. 17. U. S. Office of Education Pamphlet No. 87. Washington: Government Printing Office, 1940.

²Evaluative Criteria, 1940, p. 20. Co-operative Study of Secondary School Standards. Washington, 1939.

states where the Southern Association schools are either private or laboratory schools attached to a college. A comparison of the percentages for Mississippi and Texas will substantiate the above generalizations. The percentage for Mississippi is the highest; Texas with 22 per cent is the lowest.

TABLE 16
1941 GRADUATES ATTENDING COLLEGE*

State	Number of Schools	Graduates		
		Total	Attending College	Percent- age
Alabama.....	9	225	134	60
Florida.....	2	65	30	46
Georgia.....	10	813	340	42
Kentucky.....	10	515	156	30
Louisiana.....	4	156	111	71
Mississippi....	3	29	21	72
North Carolina.	20	1,397	530	38
South Carolina.	5	335	175	52
Tennessee.....	5	486	213	44
Texas.....	12	1,455	316	22
Virginia.....	11	1,009	353	35
Total.....	91	6,485	2,379	37

*Data for two schools, one each from Florida and Georgia, not included.

The number of withdrawals, including 63 per cent of the graduates, who enter employment is large by inference. In spite of this large number to enter gainful employment, the secondary schools are doing practically nothing to place these students.

Caliver found that almost 40 per cent of graduates and non-graduates receive their employment through friends; more than 30 per cent by direct application; and approximately a fifth through relatives. Less than 1 per cent received their jobs through the "Public School Placement Bureau."¹ These findings have significant implications for guidance services on the secondary school level.

¹Caliver, op. cit., p. 8.

CHAPTER IV

PHILOSOPHY AND OBJECTIVES

Formulation of statements.--According to the Co-operative

Study Criteria, the philosophy and objectives of a school should be arrived at through co-operative action on the part of its administrative and teaching personnel. Statements of philosophy and objectives should follow a careful analysis of the socio-economic setting of the school, and a study of pupil and community needs. Those responsible for the formulation of these guiding principles should seek aid from several general sources. In this regard the Co-operative Study makes the following recommendations:

In considering an appropriate philosophy of secondary education, consideration should be given to characteristics of the adolescent population, important studies of youth needs, data concerning social and economic changes, and basic findings of educational psychology. Attention should be paid to the deliberations of important National Committees and significant statements by outstanding leaders in secondary education.

In formulating a statement of specific objectives of the school, attention should be given to the youth opportunities in the local community--occupational, recreational, cultural, and other--and to the abilities¹ and needs of the pupils which the school is seeking to serve.

Although each school, to be effective, must be free to determine its own philosophy there are certain broad principles which underlie secondary education in our American democracy. The basic criterion ought to be an appraisal of the extent to which the school "promotes the principles and spirit of American democracy."² The philosophy and objectives should be localized but at the same time be in harmony with the best ideals of the state and nation.

Influence of state agents.--Each state in the Southern

¹Evaluative Criteria, op. cit., p. 6.

²Ibid.

Association of Colleges and Secondary Schools has a separate Division of Negro Education. The executive offices of this Division is variously known as a "Director of Negro Education," "Supervisor of Negro Education," or "State Agent for Negro Education." This practice had its beginning in 1911 with actual operation starting in 1912.¹ In 1938 there were seventy-seven persons connected with the Division of Negro Education in sixteen Southern States. During the school year of 1937-38 the General Education Board, which partly finances these Divisions, spent \$140,000 for salaries and expenses in the offices of State Agents.² An investigation of Reports of Boards of Education, in the eleven states being studied, shows that these Agents exert much influence in the secondary schools for Negroes. They assist to a marked degree in the determination of philosophy, objectives, and procedures. The strength of their influence is reflected in the great amount of uniformity observed in the schools under their supervision. Fairness demands that it be said, that much of the influence exerted by State Agents has been in the direction of wholesome progress. The rapid growth of secondary schools for Negroes in the South will attest to the energetic efforts of State Agents. This is especially true in North Carolina, Virginia, and Georgia. Practices widely employed by Agents for influencing policies include individual and group conferences, distribution of mimeographed and printed materials, and informal contacts with superintendents.

¹ Ambrose Caliver, Supervision of the Education of Negroes as a Function of State Departments of Education, Bulletin 1940, No. 6, Monograph No. 11, p. 4. U. S. Office of Education. Washington: Government Printing Office, 1941.

² Ibid.

Some Examples of School Philosophies¹

More alike than different.--There are a number of common

threads running through most of the individual school philosophies. All of them have some reference to "democracy"; most of them are based upon a concept of "meeting individual and community needs"; many include emphasis upon providing experiences for personality growth and development. In this connection the findings of the present study are in agreement with promulgations of the Co-operative Study of Secondary School Standards.

American secondary schools, much as they may differ in details, are essentially alike in their underlying purposes and organization. The common purpose of all secondary schools is the transmission of racial culture and the development of the pupil, individually and as a member of society. They are alike in making use of individual teachers, in functioning in a school plant, in possessing a curriculum, in employing instructional methods, in presupposing a background of knowledge and skill secured in elementary school, in meeting several days a week for a major portion of the calendar year, and in many other respects. If such broad similarities as these did not exist, any common method of evaluation and accreditation would scarcely be feasible.²

The Co-operative Study lists thirty-two "concepts" under ten major titles which are "designed to secure the viewpoint of the school concerning various aspects of educational philosophy."³ The titles are: fundamental concepts, curriculum, pupil activity, library service, guidance service, instruction, outcomes, staff, plant, and administration. The thirty-two items as concepts appear to be statements of views ranging from definitely conservative to very progressive. This interpretation, however, is general and would not be true for all items since much overlapping is obvious. Two examples will illustrate the conclusions just

¹ Each school was requested to send the present investigator a copy of its philosophy and objectives; ninety-two schools responded.

² How To Evaluate a Secondary School, op. cit., p. 17.

³ Evaluative Criteria, op. cit., p. 8.

mentioned.¹ Item four under "Fundamental Concepts" seems to involve overlapping viewpoints:

4. In a democracy the school should place most emphasis upon helping to prepare pupils--
- () a. To make adjustments to present social and economic conditions.
 - () b. To participate in the reconstruction of society.
 - () c. To make adjustments to meet changing conditions.

On the other hand, item ten under "Curriculum" seems to express conservative, liberal, progressive, and radical viewpoints:

10. Pupils should--
- () a. Have no part in determining the content and activities which constitute their school experiences.
 - () b. Have some part in determining the content and activities which constitute their school experiences.
 - () c. Have a large part in determining the content and activities which constitute their school experiences.
 - () d. Be free to determine completely their own school activities and experiences.

The Central High School of Louisville, Kentucky is cited as an illustration of those schools which follow the recommendations of the Co-operative Study in stating their philosophies. The "Statement of Philosophy of Central High School" explains the points of view held by the school in terms of the ten titles referred to above. Although the Co-operative Study suggests that only one item under each title be checked by a school, Central High has attempted to point out shades of agreement on the part of the school with one or more items in each category. The philosophy was drawn up by a committee and approved by the faculty.

A number of schools arrive at their philosophies through co-operative efforts on the part of all teachers. The Webster Davis Laboratory High School, Ettrick, Virginia, is an example of schools using this procedure. The following statements represent the nucleus of their philosophy or points of view:

A philosophy once made must function to exist. A philosophy that does not act as a guide to the persons or groups

¹Ibid., pp. 8 f.

possessing it, to all purposes, is non-existent.

Our faith, then, in a functional philosophy of education, in the ability of a group to co-operatively discover, discuss, and solve common problems is tantamount to faith in democracy and democratic procedures. We believe in democracy, as an ideal and a way of life. To us democracy is representative of faith in the ability of an intelligent and enlightened people to constantly improve society. As it refers to the school, we feel that every pupil has certain rights; certain innate qualities and native possibilities, which we must discover, recognize, and respect. Our belief in democracy places the serious responsibility of making this ideal desired by all of our students and of making it function in their lives to a constantly increasing extent.

We are striving to meet the following needs of our school population:

Needs in the Area of Personal Living:

To help students attain mental and physical growth, acquire self-direction and become aware of their own movement toward adult status.

Needs in the Area of Human Relationship:

To provide for students satisfying relationships with adults, with the opposite sex, and with persons in their own age group.

Civic Needs:

To help students to obtain skills in, and understandings of our social heritage in such a manner that they will function in their lives both now and in the future. To deepen their social concern, extend their civic participation, and make them aware of the implications of their own acts.

Economic Needs:

To give students the basis for fruitful economic activities which are best fitted to them and which are necessary to them now and in the future: Teaching how to earn a living, how to choose a life's work, how to keep employed once employed, how to consume wisely and save intelligently are serious responsibilities of every teacher.

Booker Washington High School, Columbia, South Carolina,

is quite representative of those schools which emphasize certain educational and psychological concepts. This school's philosophy reflects the results attributed to participation in the Secondary School Study.¹ The following quotation is taken from its "Our Philosophy of Education."

We at Booker T. Washington High School believe that education is growth--growth in knowledge, skills, habits, attitudes, and appreciations; that it should contribute to the development of an integrated personality; that it should make for intelligent accepted behavior; that it should enable each pupil to develop his maximum ability to play his part in what-

¹The Secondary School Study, supra, p. 29.

ever area of activity he finds himself; that it should help each pupil do better those things that he is likely to do. We further believe that education in America should be education for the democratic way of life; that pedagogically, integration describes teaching procedures which relate varieties of subject matter to problem solving situations; that there should be constant evaluation of our school practices in the light of current problems and our expressed purposes.

It will be our general policy to check constantly our practices against this philosophy and the generally accepted purposes of education.

Some of the schools operated under private auspices seem to enjoy a greater measure of freedom than most public institutions. A few excerpts from the "Point of View" of the Atlanta University Laboratory Schools will reveal their philosophy:

As one of the few Laboratory Schools at Negro universities we had the obligation to assume a leadership in experimentation in elementary and secondary education. This meant:

That we should seek to develop a sound philosophy of education based upon a clear understanding of the principles of psychology and of child growth.

That in all of our contacts with each other on the staff and with the children we should adopt sincerely and without artificiality the principles of democracy.

That our approach to behavior should be clinical and not punitive. This leads us to get rid of all routine punishment; to the case study approach to behavior; to more interest in changing the child's attitude than in changing his behavior; to the conviction that all behavior represents learning or conditioning and, therefore, to the attempt to be as impersonal and unemotional in our approach to mistakes in "conduct" as to mistakes in Algebra.

That we should examine our classroom techniques and alter or improve them where our study indicated.

We studied the ideas of Henry C. Morrison of Chicago University and began to experiment with the elimination of daily lessons and all practices built around them. We were familiar with the psychological principle that learners are more challenged by comprehensive and significant blocks of work than by small blocks but we had followed tradition and had not developed techniques for presenting our work in this way.

That there is no final best procedure but that we must continually be critical of our philosophy and of our procedures and alter them and improve them as experimentation and new knowledge may dictate.¹

A large number of Southern Association schools emphasize the critical needs of Negroes in their statements of philosophy.

¹The Atlanta University Laboratory High School was discontinued in June, 1942.

The following paragraphs taken from the "Philosophy of Huntington High School," Newport News, Virginia, are illustrative of the viewpoints held by such schools.

Huntington High School is an American secondary school, but it is also a Negro school. As such its pupils, its staff, and its community are subject to all the limitations which are imposed upon the Negro minority in the United States. In formulating a philosophy for this school, we must take frankly into account that the school serves a segregated and underprivileged people who have not yet been admitted to full citizenship status in the nation.

This status has a profound influence on the Negro child. It is the central fact in the lives of his teachers, his parents and all of his friends and associates. His life's horizon is fixed by his racial identity, and all of his adjustments hinge upon the inferior status that has been accorded him in American life. It would be a serious mistake to shut our eyes to these conditions in developing a curriculum for Negro children. It would be folly not to consider them in relation to the attitudes and appreciations which Negro children develop during their adolescent years, and throughout their lives.

The core of Huntington High School's philosophy is an unshakable belief in democracy. We take this position not only because we are Americans, but particularly because we are Negroes. Democracy as we understand it is founded upon the concept of the fundamental equality, brotherhood, and moral worth of all men. We agree with Counts "that the purpose of society and institutions is the enhancement of the worth, the dignity, and the powers of individual human beings; that every child, regardless of ancestry or family circumstances, is entitled to equal opportunity for growth, position, and responsibility."

In developing a curriculum here as a vehicle for the growth of the pupils, we must always operate within the framework of this democratic ideal. We must seek to have our pupils become conscious of the great powers of democracy, by giving them experience in democratic living with their teachers, their fellow students and all other persons who comprise the school community. We shall seek here to develop in our pupils such understandings, appreciations and attitudes that their own adjustments to society will hasten the day when all the people of the nation will enjoy the full blessings of democracy.

Objectives

Objectives are specific statements of purpose and should be outgrowths of the school's philosophy. Too often, however, are they simply statements that have little or no relation to actual practice. To be effective, objectives should be understood and accepted by those responsible for their realization. They should

permeate all policies and procedures for "unless such activities are actually set in motion and carried out effectively, the stated objective remains a mere verbalism, expressive of somebody's aspirations but inoperative in educational processes, and therefore an illusion."¹

Examples of stated objectives.--The reported objectives of six schools are listed as illustrations of the type of goals being sought by Southern Association schools.

1. The Drewry Practice High School, Talladega, Alabama:
Below are objectives drawn up by teachers as a basis for organization of units in the workshop:

1. To develop an attitude that will enable a student to adjust himself to his environment and live effectively and happily in a democratic society.
2. To make of the school a place in which every student may obtain, every day, some personal satisfaction from achievement which he himself may perceive, measure and understand.
3. To create a desire to develop the best grooming, best bearing, manners, and so forth, which go with the best character.
4. To develop habit of using intelligence and tolerance rather than emotion in judging racial, political and religious groups other than his own.

2. Lincoln High School, Tallahassee, Florida:
School Objectives:

1. To prepare students for life in a peaceful, freedom loving world.
2. To send out graduates who are mature, self-reliant, and adequately trained.
3. It is duty of the school to be concerned with the common needs of all kinds of boys and girls. Help students to live and adjust themselves to their environment.

3. Ballard School, Macon, Georgia:

The fundamental purpose of the school is to develop in every student enrolled the qualities that will make him the best possible citizen he is capable of becoming. Inasmuch as our students are slightly selected, leadership development is an important goal. Through leadership development we seek to improve the community through intelligent youth's actually contributing to the development of the community.

From 50 to 60 per cent of our students go to college. We keep that in mind in developing a program of studies although we do not in the traditional manner call our school a college

¹The Evaluation of Higher Institutions, Monograph No. 3, Melvin E. Haggerty, p. 114. Chicago: The University of Chicago Press, 1937.

preparatory school. We might very well call our school a school that prepares for the future by living in the present.

4. Lincoln High, Paducah, Kentucky:

To train children to become useful and good citizens in the broadest sense. To provide better learning conditions under which children are assisted and directed in making desirable changes in their lives; to determine their needs and interests and make provisions for same. To put into effect in an active way the "Cardinal Principles of Education."

5. Hillside Park High School, Durham, North Carolina:

1. Train pupils in those things which they will ordinarily do in adult life.
2. To build up as firm as possible strong cultivated background necessary to know personal obligations and responsibilities of their own and to other persons.
3. To train in the proper knowledge and use of time and materials for thrift.
4. To unify civic training for deeper civic and social interest.
5. To unify different groups and classes of Negro race.

6. Charlton-Pollard High School, Beaumont, Texas:

- A. To fit pupils for citizenship of a worthy nature.
- B. To learn to live with people and to get along with people.
- C. To insure mental, social, physical and spiritual efficiency in the individual pupil and cause him to appreciate worthy attributes or qualities in others.
- D. To develop sympathetic tolerance and critical open mindedness.
- E. To learn and to practice loyalty and fair dealing in all life situations.

Objectives reported by the schools being evaluated have been summarized in Table 17. In many cases changes in wording were necessitated by the summary; but an effort was made to retain full meaning in all cases. Only objectives reported by two or more schools are included.

Each school was evaluated in terms of its expressed philosophy and objectives.

This section has presented the findings which reflect the socio-economic setting of the accredited secondary schools for Negroes in the South. The next section will present the evaluations of these schools in nine areas--Curriculum, Pupil Activities, Library, Guidance, Instruction, Outcomes, Staff, Plant and Administration.

TABLE 17

PHILOSOPHY: OBJECTIVES OF 92 ACCREDITED SECONDARY
SCHOOLS FOR NEGROES*

	Number of Schools Reporting
Development of the ability to make environmental adjustments.	56
Cultivation of attitudes, knowledge and skill for effective living in a democratic society.	44
Preparation for college.	35
To develop the student wholly (emotionally, mentally, physically, and socially).	29
To provide adequate training in citizenship.	28
To provide adequate vocational training.	23
To develop the ability to earn a living.	21
To develop the ability of self direction.	20
Provision for proper religious training.	17
Preparation for adulthood.	15
To develop qualities of leadership.	12
To enable students to obtain personal satisfaction.	11
To develop desirable social attitudes.	10
The development of character.	9
To meet the varied needs of the masses.	9
To make health rules habitual, and develop desirable health attitudes.	8
To develop social sensitivity.	7
To cultivate an appreciation for finer things.	7
To bring about desirable personality changes.	6
The seven cardinal principles of secondary education (health; command of fundamental processes; worthy home membership; citizenship training; vocational efficiency; worthy use of leisure time; and ethical character).	6
To provide home making education.	5
To bring about racial solidarity.	5
To develop the desire and habit of proper personal appearance.	5
To encourage students to adopt a workable philosophy of life.	5
The development of thrift (time, money, and energy).	4
To cultivate the habit of using intelligence rather than emotion in making social judgements.	3
Development of wholesome interests.	3
To develop openmindedness.	3
To develop tolerance.	3
Provision for experiences and situations for retarded pupil adjustments.	2
To promote racial advancement.	2
Development of a desire to render unselfish service.	2
To advance the Kingdom of God.	2

*Objectives, aims, and purposes have been combined; but, at the same time an effort was made to retain each school's meaning of its objectives. This will account for the apparent overlapping.

Most schools use the term "objectives," others employ the term "purpose," and a few use "aims." In this study no distinction is made among these terms. They are used interchangeably; this practice is in accord with the Co-operative Study of Secondary School Standards. See How To Evaluate a Secondary School, 1940, p. 8.

PART III

EVALUATIONS OF THE EDUCATIONAL PROGRAMS OF
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

CHAPTER V

THE CURRICULUM

The purpose of this section is to present the major findings in the nine areas that have been evaluated--Curriculum, Pupil Activities, Library, Guidance, Instruction, Outcomes, Staff, Plant, and Administration. Interpretations and conclusions drawn from these findings and evaluations are reserved for a later section. The organization of the present section will permit a consideration of the schools from six points of view: as a group, by states, control, organization, size, and size of community served. Tables are presented to provide a comparison of findings in the present study with normative data of the Co-operative Study of Secondary School Standards. Data were secured from the following sources: reports to the Southern Association of Colleges and Secondary Schools; questionnaires; visits; correspondence; and more than five hundred items or specimens such as copies of school objectives, test scores, courses of studies, examinations, school papers, minutes of club meetings, report forms, guidance records, and many others.¹ In every case the evaluations were made after the findings were checked against the expressed philosophy and objectives of the ninety-three schools. The Evaluative Criteria developed by the Co-operative Study of Secondary School Standards² served as the basis of all evaluations.

¹Sources of Data, supra, p. 6.

²Evaluative Criteria, 1940 edition. The Co-operative Study of Secondary School Standards. Washington, 1939.

The curriculum has been defined rather broadly by the Co-operative Study as being "all experiences which pupils have while under the direction of the school."¹ The evaluations in this section are primarily concerned with courses of studies which represent that part of the curriculum designed for classroom use.

The standards of the Southern Association do not require a definite pattern of curriculum offerings for accreditation; this fact is evidenced by the following statements:

No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. [Similar standards are listed for schools of other types of organization.] A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work. . . . Four unit courses, or the equivalent in fractional unit courses as defined by the Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. . . .²

More specific requirements are set up by the several states in the Southern Association. Most of them require for accreditation the inclusion of certain subjects in the courses of studies.³ Units in the language arts, social sciences, mathematics, and natural sciences are listed by a majority of the eleven state high school commissions as essential for state accreditation.⁴ A very few commissions give statements regarding the content matter of required units. This problem, however, is solved in most cases through textbook commissions or committees.

The present situation in accredited secondary schools for

¹Ibid., p. 31.

²Standards for Secondary Schools, pp. 4 f. The Southern Association of Colleges and Secondary Schools. Nashville, 1940.

³Reports of the State Boards of Education, supra,

⁴Lists of Standards for State Accreditation.

Negroes.--An analysis of the courses of studies in the accredited high schools for Negroes reveals a wide variety of curriculum offerings. There are sixty-eight different courses offered in these schools. In addition to the regular high school subjects there are courses in auto-mechanics, band, the Bible, building construction, electricity, brick masonry, cabinet making, horticulture, sociology, health, and many others. Some states tend to emphasize certain subjects more than other states. For example, Spanish is not taught in any of the Kentucky schools, while seven of the twelve schools in Texas offer the course. French is found in all of the eleven schools in Virginia, but not one school offers French in Texas. Illustrations of this type are numerous and can be drawn from all of the subject fields. The schools make an effort to justify course offerings on the grounds of local needs and interests. This fact is self evident in the case of Spanish in the Texas schools, or French in the schools of Louisiana. There are twelve subject fields common to two-thirds or more of the schools. Table 18 lists these courses, the number of schools in which they are taught, and the average number of units offered in each of the twelve subjects.

The schools offer an average of twenty-five courses of which less than eight are fractional unit courses. Music, problems of democracy, government, civics, business arithmetic, and economics are the most frequently offered as fractional unit courses. Approximately half of all units offered are constants or required courses; not more than a third of them are electives. Curriculum variables are found mainly in the schools enrolling five hundred or more pupils. There are only two four-year schools offering not more than sixteen units; but, there are eight six-year schools offering not more than twenty-four units. Table 19

shows the range of units offered in the schools.

TABLE 18
SUBJECTS TAUGHT IN TWO-THIRDS OR MORE OF THE
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Subjects	Number of Schools Teaching	Average Number of Units Offered
English.....	93	4
History (European and American)..	92	3
Home Economics.....	89	3
Manual Arts.....	79	3
Algebra.....	87	2
French.....	62	2
Plane Geometry.....	89	1
Biology.....	86	1
General Science.....	83	1
Chemistry.....	82	1
Music.....	66	1
Physics.....	62	1

The most common curriculum is the college preparatory in the case of small schools and privately controlled schools. The public schools offer a larger range of vocational courses. The following curriculums are found in a majority of the schools enrolling five hundred or more: General, which is designed to meet the needs and interests of the masses; the Commercial Arts, where the emphasis is upon elementary business training; and the Industrial Arts, designed to develop vocational efficiency in several crafts.

As a whole, the content of literary courses seems to stress

TABLE 19

UNITS OFFERED IN THE ACCREDITED SECONDARY
SCHOOLS FOR NEGROES

Number of Units	Number of Schools
Less than 12	1
12 - 14.5	0
15 - 17.5	5
18 - 20.5	14
21 - 23.5	15
24 - 26.5	23
27 - 29.5	9
30 - 32.5	10
33 - 35.5	8
36 - 38.5	4
39 - 41.5	1
42 - 44.5	1
45 - 47.5	2

the acquisition of factual matter. The so-called vocational courses very definitely emphasize the development of desirable and necessary skills. It appears that not more than half of the schools are making provisions for developing wholesome understandings, desirable attitudes, worthy appreciations and ideals in their curriculum offerings. Course content varies very little from the pattern of the particular textbook being used. There is a noticeable effort in most of the schools to relate their laboratory courses to pupil needs and interests, and include materials and experiences of potential value in adult life.

Following the procedure of the Co-operative Study Criteria, the curriculum (or curriculums) of each of the ninety-three schools

was evaluated by this investigator by making eighteen separate but related appraisals.¹ The curriculum score of each school was derived by evaluating the courses of studies from the following angles: relation to objectives; community contributions; sources, organization and procedures; amount and content of offerings; and special features. Table 20 lists the results of the evaluations for two schools, and gives the average for the group.² Deviations

TABLE 20

CURRICULUM: SCORES AND DEVIATIONS FOR THE BEST
AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percentile Equiv- alent	Deviations from Norms		
			Size	Control ^a	Region
Best ^b school (62 MCPL4) ^c ..	53	59	2	9	18
Average for all schools...	42	41	..	..	0
Poorest school (41 MCPPrS6)	32	22	-18	-30	-19

^a"Control" refers to the auspices under which the school operates--public or private.

^b"Best" and "Poorest" refer to the area under discussion only.

^cSymbols represent a specific school. See Appendix.

are from the norms reported by the Co-operative Study; and Percentile equivalents are based upon the technique found in the Summary Forms.³ The average for the ninety-three schools is forty-two and the percentile equivalent is forty-one; thus, the score

¹Evaluative Criteria, op. cit., pp. 29-36.

²Raw scores, percentile equivalents, and deviations are included in the table for the "Best" school and for the "Poorest" school in order to show the range of scores for the ninety-three schools. This practice will be followed throughout the study.

³Evaluative Criteria, op. cit., pp. 161-75.

does not deviate from the norm of the Southern Association region. Two schools reached the fifty-ninth percentile; one medium-sized and privately-controlled, the other is large and under public auspices.

In the area of the curriculum, the best features may be summarized as follows:

1. There is a noticeable effort in most of the schools to establish a desirable relationship between the objectives of the educational program and the courses of studies.

2. In more than half of the schools much attention is given to the selection of learning activities and materials which are best suited to pupil interests and needs.

3. A third of the schools have made provision for promoting constant interrelationships between the extra-class activities and the regular classroom program.

4. The faculties of a majority of the schools are organized into study-groups for the purpose of improving their curriculum procedures, methods, and materials.

5. Eighty per cent of the public schools have free textbooks. Six of the eleven states have made legislative provision for free textbooks, and several communities in the other states have provided texts at little or no cost to pupils.

6. A number of the schools are experimenting with the "core curriculum" and other integrated procedures. The most frequently observed attempts are integration of science and mathematics; others include efforts to correlate literature and history, the industrial arts as diversified occupations, and the languages.

7. Sex lines are in the process of being eliminated in many of the schools. Boys are found in cooking classes, sewing,

home making and the like. Girls are enrolled in shop courses, electricity, agriculture and others which are usually restricted to male pupils in most schools.

The least adequate features of the curriculums in these schools may be summarized as follows:

1. In meeting local needs too few schools are employing such courses as health, physical education, the arts, and agriculture. A large number of the schools report that their health and physical educational activities are restricted to athletics. This is inadequate since pupil participation is small. Music is offered to a fair degree, but very little is done in other phases of art such as the dance, painting, and sculpture. Sixty-five of the ninety-three schools offer no courses in agriculture.

2. In most schools there is a rigid adherence to textbooks.

3. There is an overemphasis upon the recitation technique. The socialized class discussion is relatively lacking in instructional methods.

4. Pupils have little or no part in planning and developing curriculum materials and experiences.

5. Less than a fourth of the schools report that they are making studies of the social and economic characteristics of their communities.

6. Few schools report investigation to determine what pupils leaving or graduating from the institutions do and where they go.

7. Very little is done to take into account the educational activities and possibilities of other educational and social agencies in the communities.

State comparisons.--All states in the Southern Association

have some requirements relative to curriculum offerings for accredited secondary schools.¹ Regarding this point the states may be divided into three groups: (1) Those which make very general requirements, leaving to the individual schools much discretion in determining specific courses and the grades in which they are to be taught. Mississippi is an example of this approach;² (2) those which state the required units or constants but leave to the schools the responsibility for deciding proper sequences. Georgia is representative of this group;³ and (3) those which set up requirements regarding both the subjects and grade sequences. North Carolina is an example of this procedure.⁴ It can be said safely, that no state has requirements that go so far that the level of excellency on the part of individual schools is materially impaired by such curriculum standards or regulations. In each of the states or groups of states are found schools which rank relatively high and some relatively low when the Evaluative Criteria were applied.

A consideration of the schools by states reveals that the averages for four states exceed the total average score in the area of the curriculum; four are identical; and the remaining three are lower. A comparison of the average score for each state in the curriculum with its average score for the nine areas shows the following results: no state average in the curriculum exceeds

¹Standards for Accreditation issued by the various states in the Southern Association.

²Accredited High Schools and Colleges, Bulletin No. 101, 1941, pp. 18-23. State Department of Education. Jackson, Mississippi, 1941.

³The Accredited High Schools of Georgia, XLI, No. 1, 1941, 12 f. Athens: The University of Georgia, 1941.

⁴North Carolina Public Schools, Part I, pp. 59-108. Biennial Report. Raleigh, 1941.

its general average; only one has the same figure for both averages; and ten states score lower in the curriculum than the average for the nine areas evaluated. Most of the deviations, therefore, are either zero or negative. Table 21 gives the scores, percentile equivalents, and deviations by states.

TABLE 21
CURRICULUM: STATE AVERAGES, PERCENTILE
EQUIVALENTS, AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	General Aver- age ^a	State Aver- age	Area Aver- age ^b
Alabama.....	9	42	41	0	-3	- 4	0
Florida.....	3	45	45	4	0	- 2	4
Georgia.....	11	43	44	3	-2	0	1
Kentucky.....	10	42	41	0	-3	- 3	0
Louisiana.....	4	42	41	0	-3	- 3	0
Mississippi....	3	42	41	0	-3	- 3	0
North Carolina	20	41	39	-2	-4	- 6	-1
South Carolina	5	45	45	4	0	- 3	4
Tennessee.....	5	43	44	3	-2	1	1
Texas.....	12	39	35	-6	-6	-10	-3
Virginia.....	11	41	39	-2	-4	- 6	-1

^a"General Average" means the average for the ninety-three accredited secondary schools for Negroes in the nine areas evaluated.

^b"Area Average" means the average for all schools in the curriculum.

Comparisons by control.--Seventy-two, or 77 per cent, of the accredited schools for Negroes are publicly controlled and twenty-one, or 23 per cent, are under private auspices. It may be

pointed out here that several of the schools involved in the present study are listed as public although they are laboratory or practice schools for institutions of higher learning. This means, therefore, that such schools are not "public" in the narrow sense of the term since they do not represent a truly local effort.¹ The private schools are considerably smaller than the public schools; the average size for the ninety-three is 439, for those under public control 522, while the average for the privately operated schools is only 155.

The objectives of most private schools limit their curriculum offerings to those subjects which prepare for college entrance. In the case of public schools there are more electives, and the larger ones have more than one type of curriculum. Thus in the amount of curriculum offerings the public schools, as a group, excel those under private auspices. The latter type of school, however, exhibits more variety in the content of their curriculum offerings. There is less uniformity in textbooks used by the private schools within most of the states; few of them participate in the free textbook systems operating in the region.

When the schools are grouped on a basis of control, private institutions score slightly higher than those under public control in the area under discussion. Both groups have a lower score in the curriculum than the group average score. Table 22 gives the necessary data for a comparison of these schools on a

¹Schools located on College Campuses and considered "Public" by the Southern Association: State Teachers College High School, Montgomery, Alabama; State A. and M. High School, Huntsville, Alabama; Georgia Normal High School, Albany, Georgia; Southern University High School, Scotlandville, Louisiana; Alcorn College Laboratory High School, Alcorn, Mississippi; D. Webster Davis, Ettrick, Virginia; and George P. Phenix High School, Hampton Institute, Virginia. Five other public schools also have college connections, but the relationship does not seem to be as close as in the case of those above.

basis of control.

TABLE 22

CURRICULUM: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS FOR SCHOOLS ON A BASIS OF CONTROL

Control	Number of Schools	Per Cent	Scores		Deviations			
			Raw Score	Per- cent- ile	Region- al Norm	General Average	Control	Area Average
Public	72	77	41	39	-2	-4	-11	-1
Private	21	23	43	44	3	-2	- 8	1

Comparisons on a basis of organization.--Fifty-six, or 60 per cent, of the schools are four-year institutions; twenty-one are six-year schools, and the remainder are two-, three- and five-year schools. The comparison, therefore, should be limited to the four-year and six-year schools; the small number of other types prevents any further comparisons. The results obtained by grouping the schools on a basis of organization are shown in Table 23. The five types of organization are given with their corresponding averages, percentile equivalents, and deviations. The six-year schools score slightly higher than the four-year schools.

Comparisons on a basis of size.--Sixty-three, or 68 per cent, of the schools enroll less than 500 pupils; the average for the total group is 439. The average score for the curriculum does not exceed, nor even reach, the total average score for any of the size-groups. This is largely true when the schools are grouped according to any other arrangement. In the area of the curriculum, large schools score higher than the other size-groups; they score considerably higher than small schools. The small institutions,

however, are closer to the "size norm" of the Co-operative Study than any of the other groups. Table 24 presents the picture when the institutions are grouped on a basis of size.

TABLE 23

CURRICULUM: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
FOR SCHOOLS ON A BASIS OF ORGANIZATION

Type of Organi- zation	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	General Average	Organ- ization Average	Area Average
Two-year...	2	44	45	4	-1	-4	2
Three-year.	8	42	41	0	-3	-2	0
Four-year..	56	41	39	-2	-4	-3	-1
Five-year..	6	44	45	4	-1	-2	2
Six-year...	21	42	41	0	-3	-3	0

TABLE 24

CURRICULUM: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS FOR SCHOOLS ON A BASIS OF SIZE

Size-Groups*	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	Gen- eral Aver- age	Size Aver- age	Area Aver- age
Small (under 200)	32	40	37	-4	-5	-2	-2
Medium (200-499).	31	41	39	-2	-4	-3	-1
Large (500-999)..	20	44	45	4	-1	-3	2
Very large (over 1,000).....	10	42	41	0	-3	-6	0

*Size-Groups set up by the Co-operative Study. See How To Evaluate a Secondary School, 1940 edition, p. 26. Washington: Co-operative Study of Secondary School Standards, 1939.

Comparisons by size of community served.--When grouping is made on the basis of "size of community served," the average scores range from forty to forty-four as shown in Table 25. The differences are much larger when scores are translated into percentile equivalents; then the range is from thirty-seven to forty-five. The ninety-three schools are located in eighty-seven different communities¹ which have been divided into five groups according to population.² Table 25 gives the results when the basis of comparison is "size of community served."

TABLE 25

CURRICULUM: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Percentile	Regional Norm	General Average	Community Size Average	Area Average
Rural (less than 2,500).....	12	41	39	-2	-4	-3	-1
Town (2,500-14,999)	22	40	37	-4	-5	-3	-2
Small city (15,000-49,999).....	23	41	39	-2	-4	-3	-1
Medium city (50,000-99,999).....	18	43	44	3	-2	-4	1
Large city (over 100,000).....	18	44	45	4	-1	-2	2

¹Houston, Texas has three schools on the Southern Association List. There are two in each of the following cities: Atlanta Georgia; New Orleans, Louisiana; Asheville, North Carolina; and Greensboro, North Carolina.

²The size classification of communities was arbitrarily adopted for the convenience of the present study. The United States Bureau of the Census defines a "Rural" community but describes the "Town" and "City" in rather general terms. See "Classification of School Communities," supra, p. 38.

CHAPTER VI

PUPIL ACTIVITIES

The two concepts of pupil activities are implied in the terms "Extra-curriculum" and "Extra-class." The present study adheres to the latter view which is opposed to the notion that these activities are separate and distinct from the curriculum.

Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extra-curricular activities" which commonly permit more freedom and are more largely initiated and directed by the pupils themselves. There is need for pupil participation and expression in experiences which are more nearly like out-of-school and daily life experiences than are the usual classroom procedures.¹

The accrediting standards of the Southern Association make little reference to the pupil activity program, in fact, only one activity is mentioned:

Schools accredited by this Association and desiring to participate in inter-school athletics, shall be members of, or shall be eligible for membership in, the state athletic association or league or some such organization.²

The Association has published seventeen statements, covering approximately two pages, for the purpose of interpreting or elucidating its standard regarding athletics.

Pupil activities in accredited secondary schools for Negroes.--In general, faculty members in these schools give all indications that they are interested in pupil activities and many of them participate actively in their operation. Most of the

¹Evaluative Criteria, op. cit., p. 39.

²Standards for Secondary Schools, op. cit., p. 7.

schools are attempting, through these activities, to promote better understanding and co-operation among school, home, and community. They are seeking to keep their pupils and organizations informed regarding school issues and problems. Schools report that they are attempting to develop such traits and attitudes that will make for good citizenship. In more than half of the institutions a regular period for activities' meetings is provided in the schedule, and pupil participation on a large scale is encouraged. The range of pupil participation in one to three activities, excluding duplications, is 41 per cent to 96 per cent; the average for all schools in the study is 74 per cent. The most common activities are athletics, musical groups, school council, clubs, and religious organizations.

Approximately three-fourths of the schools make some provision for home rooms, but their functions are not planned so that the Co-operative Study Criteria are met satisfactorily. The prevailing practice is to employ the home room period for checking attendance, making general announcements, and executing other minor administrative functions. In less than a third of the schools are home rooms so organized that adequate attention is given to discussion and appraisal of school problems and conditions. Schools in which home rooms are functioning in a way that self-expression on the part of pupils is developed, desirable school morale stimulated, and rigid teacher domination is lacking are conspicuously in the minority. The average home room is restricted to one grade, held in the morning of each school day, and lasts for thirty minutes. In a few schools the grade or section retains the same home room teacher throughout the entire high school course. Some schools hold the home room less frequently than others, and many are for longer periods of time. A

very few schools vary from the practice of restricting home rooms to one grade or section of a grade; in these schools home room membership is determined by such factors as age, peculiar needs, sex, or special interests rather than grade classification.

Less than a tenth of the schools report no provision for group assemblies. All of them, however, do not have auditoriums or assembly halls; a few schools rely upon room or division assemblies, and some use community accommodations such as churches and halls for an occasional assembly or the commencement program. In a number of the recently constructed buildings there is a combination auditorium-gymnasium; this arrangement is known as the "Gymtorium." The principals of schools with this type of arrangement report a high degree of satisfaction with the "Gymtorium"; it is, they say, well adapted to high school activities--assembly, athletic contests, dramatics, and school parties. Therefore, it is quite economical as far as space utilization is concerned. A large sample of assembly programs reveals that, to a marked degree, these programs represent student initiative, planning, and execution. A goodly number of them are planned to secure participation and contributions from a large portion of the students; some aim at complete participation through singing and discussion on the part of the audience. In too many cases assemblies are limited to devotional exercises and talks by the principal, teacher, or some other adult selected by the principal.

In more than half of the schools, two types of assemblies are held--one in which all contributions are made by the faculty or some other invited adult, the other which is definitely student centered. In the latter type students stage plays, exhibitions, and other kinds of performances. Assemblies range from those which are unplanned, disorderly, and anti-educational to those which are

characterized by procedures and activities having definite entertainment, cultural, educational, and inspirational values. The typical assembly in schools being evaluated may be described as follows: It is held at noon on one of the three days scheduled for assembly; it lasts forty minutes; more than half of the time is used by the principal to make an inspirational talk or to explain certain rules and regulations; routine announcements are made; a small group of students uses one-third of the time to produce a class program sponsored by the appropriate home room; a very brief devotional service is conducted, either in the beginning or at the end, consisting of the Lord's Prayer, a few verses of scripture, and a well known hymn or spiritual; and the attendance of the school's 439 pupils is required.

The gamut of extra-class or "extra-curriculum" activities is represented in the accredited secondary schools for Negroes. Some schools, of course, have more or less than others; the average number seems to be around fourteen, excluding obvious duplications in titles and functions. Schools were requested to list their pupil activities; indicate the degree of participation for each activity; and to check in rank order, according to emphasis given, the six outstanding activities. The findings relative to the twelve most frequently reported activities are given in Table 26. "Emphasis" and "Participation" ranks refer to those schools reporting such activities. Assemblies and home rooms are not included in the table because of their peculiar functions. It is difficult to eliminate certain problems which arise from misunderstanding and confusing terminology. For example, in some schools "Physical education" includes "Athletics" while in others the two terms are used differently. In one school the news sheet is the "project" of the Journalism Club, in another it is called

the "school paper."

TABLE 26

PUPIL ACTIVITIES: THE MOST FREQUENTLY OBSERVED
ACTIVITIES, PERCENTAGE OF SCHOOLS SPONSOR-
ING, EMPHASIS AND PARTICIPATION RANKS

Activities	Percentage of Schools Sponsoring	Emphasis Rank	Partici- pation Rank
Athletic and physical activities	96.2	1	6
Musical organizations.....	92.7	3	3
School council ^a	50.9	3	11
School publications.....	48.5	3	9
Religious organizations (Hi-y; Tri-Hi-y).....	45.6	9	5
Dramatics.....	33.3	7	10
Girl scouts and girl reserves...	27.5	7	4
Class clubs.....	25.9	11	1
Boy scouts.....	23.4	5	8
Debating.....	14.6	7	12
New farmers of America (N.F.A.) ^b	12.4	10	7
Social clubs ^c	10.7	12	2

^aIncludes "Student Council," "Student Government," and others with similar functions.

^bThis is the parallel to the F.F.A. (Future Farmers of America) for white youth.

^cIn a few schools the social clubs are so organized and conducted that they might be called fraternities and sororities.

There are, as previously implied, a large number of activities sponsored by the schools to a lesser degree than those listed in Table 26. Among these less frequently appearing activities are School Patrol, Camp Fire Girls, 4-H Clubs, Junior Red Cross, and Camera Clubs. Since they appear in less than 10 per

cent of the institutions, no further mention is made of them.

It should be noted here that vast differences are observed in the nature of certain activities. For example, the "Student Council" in some schools is limited to monitorial duties while in other institutions the Council performs much more important functions. In a few cases the Council is charged with the responsibility to co-ordinate all pupil activities. In other situations they serve as hosts for all visitors, have charge of bulletin boards and announcements, sell school supplies, or actually supervise the various activities. In many schools the principal or a member of the faculty is the chairman and dominating personality; in a smaller number, teachers are only members who participate in deliberations when requested for purposes of advice or counsel. Therefore, when listing, classifying, and evaluating most of the pupil activities much attention must be given to the kind of things they actually do rather than depend upon titles or labels used by the individual schools.

The most adequate features of the pupil activity programs can be summarized as follows:

1. Reports indicate a wide variety of activities touching the many and complex interests of high school pupils.

2. Practically all of these activities are under the direction and supervision of the schools. There is little evidence of outside control.

3. Every school in the present study has at least six pupil activities. Their importance and potential value for educational purposes seem to be recognized by all of the schools.

4. Principals report that cliques are discouraged.

5. In most of the schools pupils take the initiative in selecting their leaders and representatives. Less than a fifth

of the schools report that pupil leaders and officers are appointed or selected by the principal or faculty. The prevailing practice is election by pupils from an approved list drawn by the administration of the school.

6. In those schools where pupil organizations have been given a relatively high degree of authority, it is made clear that such authority may, for proper reasons, be revoked by the principal.

The inadequacies of the pupil activity programs center in the following phases:

1. There is no obvious relationship between pupil activities and the objectives or courses of studies in approximately one-third of the schools. Findings reveal that 68 per cent of the schools have "tied in" their pupil activity programs with the objectives and curriculum offerings.

2. In almost a third of the schools there appears to be too much faculty domination. In such schools participation and procedures are greatly influenced by the sponsors, and not by the initiative and interests of the pupils.

3. There is a small amount of participation in some activities. Schools in which this is true make no provision for separate activities for pupils of limited ability or experience and those of much ability or experience. Some schools limit their physical education programs to athletics; then the athletic program is restricted to teams whose members are those pupils already well developed, leaving for the side line those who need the conditioning most. The same principle operates in the selection of members for musical groups, debating teams, dramatic casts, and others where the success of the program seems to be measured in terms of excellency of performance rather than in terms of pupil

growth and development.

4. A fourth of the schools do not make the pupil activity program a part of the pupil's day, nor do they consider these activities regular duties of the teaching staff. In these twenty-three schools there is no provision on the daily schedule for pupil activities other than the assembly, and occasionally the home room. Faculty sponsors and advisers perform these duties in addition to their teaching full time.

5. There are inadequacies in handling the finances of pupil activities which prevent the realization of proper accounting, economy, and other educational values. Only thirty-seven, or 40 per cent, of the schools have efficient plans of handling finances of pupil activities--plans that not only guarantee the safety of funds but also involve a great deal of pupil responsibility.

In keeping with the Co-operative Study Criteria, the following phases of pupil activity programs were evaluated: general nature and organization; pupil participation in school government; home rooms; the assembly; publications; music activities; dramatics; social life; physical activities; clubs; and finances of pupil activities. Table 27 gives the scores and deviations for the best and poorest schools, and the average for all schools in the study.

State comparisons.--A consideration of the schools by states reveals that four states exceed the total average score in the area of pupil activities; three are identical; and the remaining four are lower. A comparison of the average score of each state with its average for the nine areas shows the following: two states' scores in pupil activities exceed their total average scores; and nine states' scores are lower than their total averages. The range is from forty-one to forty-six. All of the

TABLE 27

PUPIL ACTIVITIES: SCORES, PERCENTILES, AND DEVIATIONS FOR THE
BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Per- centile EQUIVA- lent	Deviations from Norms		
			Size	Control	Region
Best school (15 MCPrM4)...	64	73	28	7	35
Average for all schools...	43	42	..	..	4
Poorest school (48 MCPrS4)	31	23	-18	-43	-15

TABLE 28

PUPIL ACTIVITIES: STATE-AVERAGES, PERCENTILE
EQUIVALENTS, AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	General Average	State Average	Area Average
Alabama.....	9	42	42	4	-3	-3	-1
Florida.....	3	45	45	7	0	-2	2
Georgia.....	11	42	42	4	-3	-2	-1
Kentucky.....	10	41	40	2	-4	-3	-2
Louisiana.....	4	43	42	4	-2	-1	0
Mississippi...	3	43	42	4	-2	-1	0
North Carolina	20	43	42	4	-2	-2	0
South Carolina	5	45	45	7	0	-3	2
Tennessee.....	5	46	46	8	1	3	3
Texas.....	12	46	46	8	1	1	3
Virginia.....	11	42	42	4	-3	-3	-1

leviations are positive relative to the regional norm in the area. Table 28 gives the scores, percentile equivalents, and deviations by states.

Comparisons on the basis of control.--When the schools are grouped according to control or auspices, public institutions score slightly higher than private schools in pupil activities. Both groups score lower in this area than their average score; their averages are also lower than the general average. Table 29 gives the necessary data for making a comparison of schools under public auspices with the privately controlled schools.

TABLE 29

PUPIL ACTIVITIES: AVERAGES, PERCENTILE EQUIVALENTS,
AND DEVIATIONS FOR SCHOOLS ON A BASIS OF CONTROL

Control	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	General Average	Control Norm	Area Average
Public	72	44	45	7	-1	- 2	1
Private	21	42	42	4	-3	-24	-1

Comparisons on a basis of organization.--Considering the schools from a standpoint of organization, it is observed that the eight three-year schools score higher than the other four types. The two-year, four-year, five-year, and six-year groups have identical scores. The three-year group's score is forty-five; other groups scored forty-three. The percentile equivalent for the former group is forty-five, while the other groups are at the forty-second percentile. Since there are only sixteen schools in the two-year, three-year, and five-year groups, comparisons concerning them would be insignificant.

Comparisons on a basis of size.--Table 30 gives the results obtained when schools are grouped on a basis of size. It is noted that two groups--large and very large--score higher than the area average; the large schools also score higher in pupil activities than their total average. All deviations relative to size norms are negative.

TABLE 30

PUPIL ACTIVITIES: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS FOR SCHOOLS ON A BASIS OF SIZE

Size-Groups	Number of Schools	Scores		Deviations			
		Raw Score	Percentile	Regional Norm	Size Norm	General Average	Area Average
Small (under 200)	32	39	36	- 2	- 5	-6	-4
Medium (200-499).	31	43	42	4	- 6	-2	0
Large (500-999)..	20	49	48	10	-10	4	6
Very large (over 1,000).....	10	46	46	8	-25	1	3

Comparisons on a basis of size of community served.--The average scores range from thirty-nine to forty-seven when the schools are grouped according to the size of community served. They are progressively higher in direct proportion to size of community served. Schools located in large cities score the highest; they are the only group scoring higher, in the area under discussion, than the group average. The following table gives the necessary data for making comparisons relative to size of the community in which schools are located.

TABLE 31

PUPIL ACTIVITIES: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	Gen- eral Aver- age	Commu- nity Size Aver- age	Area Aver- age
Rural (less than 2,500).....	12	39	36	-2	-6	-5	-4
Town (2,500-14,999)	22	41	40	2	-4	-2	-2
Small city (15,000- 49,999).....	23	43	42	4	-2	-1	0
Medium city (50,000- 99,999).....	18	45	45	7	0	-2	2
Large city (over 100,000).....	18	47	47	9	2	1	4

CHAPTER VII

THE LIBRARY

The following excerpts from the Evaluative Criteria express the guiding principles relative to the library in secondary schools:

The library should be a center of the educational life of the school, not merely a collection of books. It should provide the reading and reference facilities necessary to make the educational program effective. Its books and other resources should therefore be chosen in the light of the specific aims and purposes of the school. . . . By teaching pupils how and where to find library materials, how to select them, and how to use them effectively, the library should provide pupils with valuable means not only of extending their knowledge and understanding but also of developing desirable leisure habits. . . .

Adequate provisions for the school library should include the following: (1) a well educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully cataloged and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of the pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value.¹

Almost three pages, or one-third, of the Southern Association standards are concerned with the library; they are summarized in Table 32.

The library in accredited secondary schools for Negroes.-- Eighty-seven, or 94 per cent, of the librarians in the accredited secondary schools for Negroes are college graduates, holding either the B.A. or B.S. degree. Eighty-one, or 87 per cent, of them are graduates of colleges approved by one of the regional accrediting agencies. Forty-one, or 44 per cent, of the librarians

¹Evaluative Criteria, op. cit., p. 51

TABLE 32

SOUTHERN ASSOCIATION STANDARDS FOR LIBRARIES
IN ACCREDITED SECONDARY SCHOOLS*

Enrollment Range	Books	Periodicals	Librarian	Equipment	Organization	Appropriation	Courses in Use of Library
100 or less	500	5-10	Teacher-librarian 6 sem. hrs.	End of classroom	Shelf list loan desk	\$1.00 per year per student	At least 12 lessons per year--all schools
100-200	500-1,000	5-15	Half time 24-30 sem.hrs.	Separate room	Card catalogues, accession record, loan system	Same as above	
200-500	1,000 - 2,500	15-30	Full time 24-30 sem.hrs.	Same as above Tables, chairs, loan desk, etc.		Same as above	
500-1,000	2,500 - 5,000	25-50	Same as above and experience	Same as above Office space		75¢ per year per student	
1,000 or more	5,000 or more	40 or more	Same as above	Same as above		Same as above	

*Standards for Secondary Schools, pp. 8-10. The Southern Association of Colleges and Secondary Schools. Vanderbilt University. Nashville, Tennessee, 1940.

are graduates of accredited library colleges; the average amount of professional training for the entire group is 23.1 semester hours in library science. They have an average of 12.4 years of school experience of which 6.1 years have been in library service. These librarians devote 5.5 periods per day to the library and teach an average of 1.3 periods. During the school year, 1940-1941, 1,275 lessons in the use of the library were given in the ninety-three schools--an average of 13.9 for each school. The

librarians in these schools have faculty status and receive comparable salaries. The average length of service in their present positions is 4.2 years.

Eighty-one, or 87 per cent, of the libraries are housed in separate rooms or buildings. Twelve of this number are located in classrooms used for library purposes only and seven are connected with college libraries. Thirteen are branches of or affiliated with the local public libraries. Sixteen schools have a combination library-study hall. All schools have shelf lists, they are considered adequate in seventy-eight institutions; all of them have accession records; all have their materials catalogued; ninety have suitable tables and chairs; and eighty-seven have the minimum equipment which includes a loan desk, typewriter, and other essential office equipment. The financial value of library equipment will be discussed in the section of the following chapter dealing with the school plant.

The schools spent 95 cents per pupil during the year 1940-1941; of this amount 63 cents came from local boards of education. The sources and amounts of library funds are as follows: Boards of Education, \$25,705 or \$279.40 per school; community contributions, \$6,730 or \$73.15 per school; student fees and contributions, \$3,961 or \$43.04 per school; other sources such as college contributions, \$2,499 or \$27.16 per school. The total amount expended for library purposes, exclusive of salaries, in 1940-1941 was \$38,895 or \$422.77 per school.

Turning to a consideration of the adequacy of library materials, the findings show that there are 323,918 books in ninety-two of the libraries.¹ In other words, there are 3,521 books, on

¹The report from one school was not used in this connection because of incompleteness.

the average, in each of the libraries. The number of books per pupil is 7.95 ranging from .16 per capita in "Philosophy" to 1.58 per capita in "Fiction." It may be noted at this point that the Co-operative Study Criteria assigned the following weights to classes of books: General Reference, 10; Philosophy, 1; Religion, 2; Social Science, 10; Language or Philology, 2; Natural Science, 15; Useful Arts, 10; Fine Arts, 5; Literature, 15; History, 20; and Fiction, 10.¹ Sixteen per cent, or 51,827 titles, represents duplications therefore reducing the school average to 2,958 books or 6.68 per pupil. The problem of "recency of publication" affects the evaluations in only two classifications--Social Science and Natural Science.² The term "recency" is defined by the Evaluative Criteria as the "number of titles copyrighted within last ten years";³ the principals, 87 per cent of them, define a "new book" as being copyrighted within the last five years. Table 33 gives the book allocations by classifications and shows the averages for schools and pupils.

The schools subscribe to 2,955 periodicals and 207 newspapers; 2,362 of the periodicals are monthly publications and 593 are issued weekly. More than 90 per cent of them are found on the list of desirable periodicals published by the Co-operative Study.⁴ The averages are 32.1 periodicals and 2.25 newspapers for the ninety-two schools, giving a total of 34.35 periodicals since the Evaluative Criteria includes both magazines and papers under "periodicals."

The selection of library materials is determined by the librarian in 40 per cent of the schools; a fourth of them have committees of the faculty and librarian for this purpose; and a

¹Evaluative Criteria, op. cit., p. 56.

²Ibid.

³Ibid.

⁴Ibid., p. 57.

TABLE 33

THE NUMBER OF BOOKS BY CLASSIFICATIONS IN THE LIBRARIES
OF ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Classifications	Number of Books			Books per School	Books per Pupil
	Old	New*	Total		
0 - General reference.....	52,607	2,142	54,749	589	1.30
100 - Philosophy.....	5,893	840	6,733	73	0.16
200 - Religion.....	10,390	900	11,290	123	0.28
300 - Social science.....	26,284	4,201	30,485	331	0.75
400 - Philology.....	8,610	1,185	9,795	106	0.24
500 - Natural science.....	18,186	2,562	20,748	226	0.50
600 - Useful arts.....	18,383	3,393	21,776	236	0.53
700 - Fine arts.....	8,803	1,658	10,461	114	0.25
800 - Literature.....	45,656	3,736	49,392	537	1.20
900 - History, travel, bibliography.....	39,694	4,344	44,038	479	1.08
F - Fiction.....	57,352	7,099	64,451	711	1.58
Grand Total (includes duplications).....	291,858	32,060	323,918	3,521	7.95
Net Grand Total.....	245,931	26,160	272,091	2,958	6.68

*Books copyrighted within last five years; since data represent the school year 1940-1941, books copyrighted since 1936.

third of them use other methods, many such methods represent a modification of the first two techniques of selection. Selection is influenced by (1) the curriculum or courses of studies; (2) the state lists; (3) and private or independent agencies. Approximately three-fourths of the schools report that their materials are selected on a basis of curriculum needs. A goodly number depend upon state lists which seem to be modified forms of the sug-

gestions found in Wilson's Standard Catalog for High School Libraries.¹ Several schools report that they accept suggestions for selection from the Rosenwald Fund Library Service² and the Association for the Study of Negro Life and History.³

In the majority of the schools there appears to be close co-operation between the librarian and the teaching personnel. Librarians, in most cases, assist pupils in working out assignments and discovering new and related materials. A number of schools have special facilities for the faculty which consist of work rooms, professional shelves, and course or subject files. Pupils make use of library materials in school; there is relatively little circulation of materials which have an important place in course assignment. Other materials, however, are loaned or circulated quite widely in most of the schools. Less than half of the schools have noticeable programs for the encouragement of adult reading. In general, the community makes little direct use of its school libraries.

The most outstanding features of these libraries may be summarized as follows:

1. Eighty-eight, or 94 per cent, of the schools report that they have librarians. Even in the small institutions these duties and responsibilities are delegated to a "Teacher-librarian."
2. Time is given those responsible to perform library functions.
3. Librarians in most schools meet the same academic re-

¹Ibid., p. 56.

²The Rosenwald Fund, 4901 Ellis Avenue, Chicago, co-operates with schools by making up sets and defraying one-third of the total cost. These sets sell for \$24 and \$36.

³The Association is headed by Carter G. Woodson and is located at 1538 9th Street, N.W., Washington, D.C.

quirements as do faculty members, and they have had, on an average, 6.3 years of teaching experience.

4. Librarians have faculty status. They receive comparable salaries and attend faculty meetings.

5. Library materials are classified according to the Dewey decimal system; they are catalogued and accession records are kept.

6. Library hours are scheduled to meet the needs and convenience of pupils, teachers, and the community.

7. Special space is provided for the library; few serve as study halls.

8. Efficient methods of selecting library materials are operating. Attention is given to curriculum needs and to recreational reading.

9. The book collections in most schools are adequate. They score high on both variety and recency of publication.

10. Schools subscribe to a satisfactory number of carefully selected periodicals.

11. Close co-operation between the library and faculty is evident in most schools.

The most inadequate features of the library service are:

1. Too few schools have adequate clerical help and sufficient office space for their library staffs.

2. Less than half of the librarians hold degrees from library schools or colleges.

3. The loan or circulation systems in most of the schools are inadequate.

4. Schools have insufficient funds for replacements and repairs of library books and for binding of periodicals.

5. A number of the libraries do not have adequate storage

space for materials which are used infrequently. There is relatively little discarding of useless materials.

6. Pupil schedules are so crowded in a number of schools that there is little or no time for library work during the regular school hours.

Libraries were evaluated from five points of view--staff; organization and administration; adequacy of materials; selection of books and periodicals; and library use by pupils, teachers and community. The phases in which they score high and those in which they score low have been implied in the references made to adequate and inadequate features, mentioned above. The following table shows the averages, percentile equivalents, and deviations for the best, average, and poorest schools in the area of library service.

TABLE 34

LIBRARY: SCORES, PERCENTILES, AND DEVIATIONS FOR THE
BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percent- ile Equiv- alent	Deviations from Norms		
			Size	Control	Region
Best school (49 MCPL4)	78	89	25	40	42
Average for all schools	55	64	..	..	17
Poorest school (68 TPS4)	32	22	-16	-27	-25

State comparisons.--The state-averages range from 52 in Tennessee up to 58 in Kentucky; five states exceed the total average in the area of library; and six are below. The highest ranking state has a percentile equivalent which is ten points above the lowest scoring state group. All deviations of state-averages from the regional norm are positive, ranging from 11 in Tennessee

to 21 in Kentucky. The following table gives the state scores, percentiles, and deviations.

TABLE 35
LIBRARY: STATE-AVERAGES, PERCENTILE
EQUIVALENTS, AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	General Average	State Average	Area Average
Alabama.....	9	56	67	20	11	11	1
Florida.....	3	57	68	21	12	10	2
Georgia.....	11	53	59	12	8	9	-2
Kentucky.....	10	58	68	21	13	14	3
Louisiana.....	4	54	62	15	9	10	-1
Mississippi...	3	54	62	15	9	10	-1
North Carolina	20	54	62	15	9	9	-1
South Carolina	5	53	59	12	8	5	-2
Tennessee.....	5	52	58	11	7	9	-3
Texas.....	12	56	67	20	11	11	1
Virginia.....	11	57	68	21	12	12	2

Comparisons on a basis of control.--There is no significant difference between the scores of publicly controlled and privately controlled schools in the library area. The former group scored higher than the latter group--a difference of only two points. Considering deviations from control norms, the differences are much greater. Public schools scored 55 with a percentile equivalent of 64; private schools scored 53 with a percentile equivalent of 59. Deviations from the control norms are 15 in the case of public schools and 4 for privately controlled

schools. Deviations from the regional norm is 17 for public and 12 for those under private auspices.

Comparisons on a basis of organization.¹--The six-year schools scored slightly higher than the four-year schools in this area. The results show the following: Four-year institutions averaged 54 with a percentile equivalent of 62; six-year schools averaged 55 with a percentile equivalent of 64; deviations from the regional norm are 15 for four-year schools and 17 for the six-year group.

Comparisons on a basis of size.--When schools are grouped according to size, scores are higher in direct proportion to the size factor. The difference between the group of small schools and the very large ones is 12 points. The former group, however, has a higher positive deviation from the size norm than the other size groups. All deviations from the regional norm are positive. Table 36 gives the necessary data for a comparison of the four size-groups.

TABLE 36

LIBRARY: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS FOR SCHOOLS ON A BASIS OF SIZE

Size-Groups	Number of Schools	Scores		Deviations			
		Raw Score	Per-cent-ile	Region-al Norm	Size Norm	General Average	Area Average
Small (under 200).	32	51	56	9	18	6	-4
Medium (200-499)..	31	53	59	12	12	8	-2
Large (500-999)...	20	61	71	24	7	16	6
Very large (over 1,000).....	10	63	73	26	- 2	18	8

¹As previously mentioned, comparisons are limited to the four-year and six-year schools because other organization groups are too small.

Comparisons on a basis of size of community served.--

Schools located in rural communities score slightly higher than those located in towns and small cities. Those located in medium-sized cities score considerably higher than schools located in the three smaller types of communities, and slightly higher than the large city group. Table 37 shows the results when schools are grouped according to the sizes of communities in which they are located.

TABLE 37

LIBRARY: AVERAGES, PERCENTILE EQUIVALENTS,
AND DEVIATIONS BASED ON THE SIZE OF
COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	Gen- eral Aver- age	Commu- nity Size Aver- age	Area Aver- age
Rural (less than 2,500).....	12	53	59	12	8	9	-2
Town (2,500- 14,999).....	22	52	58	11	7	9	-3
Small city (15,000-49,999).	23	52	58	11	7	8	-3
Medium city (50,000-99,999).	18	60	71	24	15	13	5
Large city (over 100,000).....	18	59	69	22	14	13	4

CHAPTER VIII

GUIDANCE SERVICE

The concept and guiding principles of guidance programs for secondary schools are reflected in the following statements by the Co-operative Study on Secondary School Standards:

. . . . Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet--educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. . . .¹

The Standards for Secondary Schools of the Southern Association make no direct reference to the guidance program. Several of the states, on the other hand, require that some attention be given to the problem through the high school course of study. This is usually accomplished by teaching a half-unit course in occupational or vocational guidance.

The accredited secondary schools for Negroes do not have a concept of guidance which is common to all institutions. There appears to be two extremes: one in which guidance is considered rather narrowly by being restricted to the vocational approach; the other extreme position holds that guidance is synonymous with education itself. In the former, vocational guidance represents the complete effort while in the latter case all activities in

¹Evaluative Criteria, op. cit., p. 63.

the school are looked upon as being guidance functions. The majority of the schools seem to fall between these two points of view.

Seventy-two, or 77 per cent, of the schools have organized guidance programs which vary from very efficient services to almost nothing. Some schools have programs that are so well organized and co-ordinated that every phase of guidance is included and administered effectively. The responsibility for executing the programs is borne by persons who have a wide variety of titles as can be seen in Table 38. The most frequently reported titles of those who have responsibility of guidance services are Guidance Directors, Home Room Teachers, and Principals. Eight schools make guidance a committee responsibility; notwithstanding, the actual practices seem to indicate that the chairmen of such committees perform functions which are identical to the duties of Guidance Directors. Table 38 is based upon seventy-two schools--those having organized programs of guidance. Titles are listed according to the frequency of "Major Responsibility"; figures are also given to show the relative degree to which there is close co-operation among those who are responsible for guidance services. There is no definite pattern of organization and administration; most programs seem to be set up in terms of local needs and problems. Faculty interests, experience, training, and size are obviously highly significant factors in determining the organization and administration of these services.

Approximately a third of the schools are located in cities where there are opportunities to secure the services of special consultants. Cities, such as Atlanta, New Orleans, and Richmond, have physicians, psychologists, and psychiatrists employed by the boards of Education. Several schools receive

TABLE 38

GUIDANCE: TITLES OF PERSONS RESPONSIBLE FOR THE
OPERATION OF THE PROGRAMS IN SEVENTY-TWO
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Titles	Number of Schools	
	Major Responsibility	Much Responsibility
Director of guidance.....	15	.. ^a
Home-room teachers.....	15	22
Principal.....	11	.. ^b
Guidance committee.....	8	34
Dean or deans.....	6	17
Individual teachers.....	4	36
Counselor (for boys).....	3	10
Counselor (for girls).....	2	8
Visiting teacher.....	2	7
Advisors in pupil activities	2	12
Specialists (from other agencies).....	1	3
Sisters (Catholic).....	1	4
School secretary.....	1	2

^aAll Directors of Guidance have major responsibility.

^bPrincipals either head the program or delegate the responsibility to others.

co-operation from colleges, universities, and welfare departments in the conduct of their guidance programs. State, county, and municipal departments of health render valuable service to the schools. Eighty-four, or 90 per cent, of these schools receive the services of one or more physicians when needed. Twenty-six schools report that they have co-operating psychologists; but,

only nineteen have the services of psychiatrists. A comparatively few schools have visiting teachers who are trained in social work.¹ Still fewer schools have persons on their staffs who are trained in guidance or personnel work beyond one or two elementary courses in the field.² Most counselors lack training in guidance but they are high in interest and enthusiasm.

Eighty-five, or 92 per cent, of the schools keep some form of guidance or personnel records; but, there is a wide range in the type and quality of these records. The best ones contain information about pupils which gives a fairly complete description of their background, physical status, personal and social development, scholastic progress, and test performance. The other extreme is characterized by meager efforts which are limited to the recording of course grades. Typically, the information about pupils recorded by the schools may be outlined as follows:

Home and Family Background

- Name, sex, place and date of birth
- Name and address of parents
- Ages of brothers and sisters
- Economic status of the family
- Plans of the parents for the pupil's future

Physical and Medical Status

- Height and weight
- Vision, hearing, teeth and gums
- Defects: speech, posture, tonsils, adenoids, and skin
- Physical abnormalities, deformities; undernourishment
- Immunizations
- Serious illnesses or injuries

Personal and Social Development

- Marked interests
- Special talents--musical, athletic, dramatic, and literary
- Special achievements; honors received
- Participation in pupil activities
- Educational intentions

¹One school (69 LCPVL3) has four visiting teachers, all of whom are trained social workers.

²Only one school (62 MCPL4) has a "school counselor" who holds the Master's degree in Personnel Work and is giving full time service to the institution.

Scholastic Progress

Academic record--courses taken, year taken, marks and credit received

Attendance and tardiness record

Information from Tests

Intelligence test scores

Achievement test scores

Records are utilized to a very limited degree in three-fourths of the schools. For example, only twenty-seven schools use their records in counseling in personal problems; less than a fourth employ their records in a follow-up program. The most frequent uses made of records, in rank order, are as follows: verbal and written reports to pupils; periodic reports to parents; educational guidance; transcripts of records to other institutions of learning; recommendations; vocational guidance; and general reference purposes. A large number of schools use their records only for making scholastic reports to parents. The evidence seems to support the assertion that very little use is made of records for guidance purposes in these schools.

There are four general types of reports issued by the schools: the regular printed grade reports which carry course grades and attendance data; verbal reports; letters; and behavior descriptions. The last type is issued by a very small percentage of the institutions.

Approximately 15 per cent of the schools have counselors who give some time during the school day to guidance functions. They are relieved one or two teaching periods for that purpose--the mode is two. Counselors report their findings, or results of conferences, to the principal in most cases. Less often are the reports made to home-room teachers, subject teachers, and parents.

Few schools, less than twenty-five, have special space or offices for conference purposes. Counselors, advisers, and

teachers use classrooms during the first period in the morning, at noon or recess, and after school hours. The types and frequency of problems discussed in conferences with pupils may be classified as follows:

1. Attendance--constantly.
2. Discipline--frequently.
3. Scholastic progress--periodically, usually at the beginning or end of the term or semester.
4. Vocational choices--infrequently, largely confined to the senior class.
5. Personal problems of pupils--very infrequently, usually in connection with discipline.

The causes of problems as reported by counselors and home-room teachers may be listed in rank order as follows:

1. Irregular attendance due to work or illness.
2. Overcrowded conditions and resulting problems.
3. Poor classification of pupils.
4. Overage.
5. Frustrations due to imposed racial restrictions.
6. Local, limited vocational opportunities of pupils and their parents.
7. Hopes and anxiety for pupils on the part of parents of meager socio-economic status. Domestic servants, common laborers, and share croppers want their children to secure the most expensive education or enter some highly specialized fields. Emotional disturbances on the part of such pupils are common.
8. Lack of proper pupil adjustment.

A few schools employ techniques which include appropriate testing, personality ratings, interest inventories, and case studies of pupils with special problems. The most widely used tests are the New Stanford Achievement Test; the psychological examination for high school published by the American Council on Education; and the Co-operative Tests in such fields as English, history, and mathematics. A number of schools reported that they had discontinued their testing programs because the administration and scoring presented added burdens to teachers already over-worked.

The most promising aspects of guidance services in the accredited secondary schools for Negroes may be summarized as

follows:

1. There is an awareness on the part of schools of the importance of guidance services.

2. There is a trend toward an increasing provision for equipment and facilities for guidance--files, space for conference rooms, and professional books for teachers.

3. Most schools having organized guidance programs have centralized the responsibility for their administration, and have decentralized the functional responsibilities.

4. Efforts are constantly being made to keep a variety of records.

5. There is a spirit of co-operation between secondary schools and the institutions of higher learning in the community. Colleges and universities assist high schools with their testing, psychological and psychiatric problems.

The inadequate features are:

1. Limited guidance functions which do not touch all major pupil needs. Most services are restricted to educational and occupational guidance.

2. There is little or no interpretation and utilization of records and test scores for guidance purposes.

3. Counseling procedures are unfortunately interwoven with discipline techniques.

4. There is much insufficiency in the amount of basic data secured about pupils. There is a conspicuous lack of cumulative records, anecdotal records, and personality and aptitude inventories.

5. Practically nothing is being done to determine the growth and development of attitudes and appreciations.

6. There is a lack of follow-up procedures; some schools

know what their graduates are doing in colleges, but little is known about "drop-outs."

7. Guidance functionaries have comparatively little experience and almost no training in the field.

8. There is a serious need for the services of guidance specialists and consultants.

9. Reports to parents are too limited; most of them contain only academic grades and the attendance record.

10. There is practically no provision for atypical pupils. Many schools do not even recognize atypicality.

Therefore, in view of the foregoing inadequacies, schools scored relatively low in the area of guidance. The guidance services in each school were evaluated in terms of: general nature and organization, guidance staff, basic information secured about pupils, procedures, phases, and results. The following table gives the findings for the best, average, and poorest schools in this area.

TABLE 39

GUIDANCE: SCORES, PERCENTILE, AND DEVIATIONS FOR THE
BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percent- ile Equiva- lent	Deviations from Norms		
			Size	Control	Region
Best school (49 MCPL4).....	57	60	7	14	24
Average for all schools....	33	30	..	..	- 6
Poorest school (85 LCPVL4).	22	17	-50	-29	-19

State comparisons.—The state-averages range from 27 in Mississippi up to 38 in Florida; the percentile equivalent of the latter state is 16 points higher than that of the former state.

All deviations from the regional norm are negative excepting Florida and North Carolina. Table 40 shows the results when schools are compared on a basis of state grouping.

TABLE 40
GUIDANCE: STATE-AVERAGES, PERCENTILE
EQUIVALENTS, AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	General Average	State Average	Area Average
Alabama.....	9	31	27	- 9	-14	-14	-2
Florida.....	3	38	38	2	- 7	- 9	5
Georgia.....	11	31	27	- 9	-14	-13	-2
Kentucky.....	10	34	31	- 5	-11	-10	1
Louisiana.....	4	32	28	- 8	-13	-12	-1
Mississippi....	3	27	22	-14	-18	-17	-6
North Carolina	20	37	36	0	- 8	- 8	4
South Carolina	5	35	33	- 3	-10	-13	2
Tennessee.....	5	31	27	- 9	-14	-16	-2
Texas.....	12	32	28	- 8	-13	-13	-1
Virginia.....	11	29	24	-12	-16	-16	-4

Comparisons on a basis of control.—The average scores of public and private schools are approximately the same--the margin of difference favors the publicly controlled institutions. The percentile equivalent is 30 for the public schools with a raw score average of 33; for private schools, an average score of 32 with a percentile equivalent of 28. There is a considerable difference in the deviations from control norms; public schools have an average deviation of -16 while the private schools have

an average of -42. The deviations from the regional norm are also negative in both cases.

Comparisons on a basis of organization.--Six-year schools scored higher than the four-year group. The raw scores are 34 and 32 respectively; percentile equivalents are 31 and 28. Deviations from the regional norm are negative, being -8 for four-year schools and -5 for the six-year institutions.

Comparisons on a basis of size.--There is little difference among the four size-groups; the range in raw scores is 31 to 35 and percentile equivalents range from 27 to 33. The following table reveals the results when schools are compared on a basis of size.

TABLE 41

GUIDANCE: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS FOR SCHOOLS ON A BASIS OF SIZE

Size-Groups	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Region- al Norm	Size Norm	Gen- eral Aver- age	Area Aver- age
Small (under 200)	32	31	27	-9	-14	-14	-2
Medium (200-499).	31	32	28	-8	-24	-13	-1
Large (500-999)..	20	35	33	-3	-20	-10	2
Very large (over 1,000).....	10	35	33	-3	-34	-10	2

Comparisons on a basis of size of community served.--Average scores range from 29 for schools located in rural communities to 35 for schools in medium-sized cities; percentile equivalents range from 24 to 33. All deviations from the regional norm are negative, from -3 down to -12. The following

table gives the necessary data for a comparison of institutions when grouped according to the size of communities in which they are located.

TABLE 42

GUIDANCE: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS BASED ON THE SIZE OF
COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per cent- ile	Region- al Norm	Gen- eral Aver- age	Comm- unity Size Aver- age	Area Aver- age
Rural (less than 2,500)..	12	29	24	-12	-16	-15	-4
Town (2,500- 14,999).....	22	32	28	- 8	-13	-11	-1
Small city (15,000- 49,999).....	23	33	30	- 6	-12	-11	0
Medium city (50,000- 99,999).....	18	35	33	- 3	-10	-12	2
Large city (over 100,000)	18	33	30	- 6	-12	-13	0

CHAPTER IX

INSTRUCTION

Instruction involves the procedures employed in imparting information, knowledge, or skill. Its scope is wider than teaching which suggests more the personal relation of teacher and pupil. Instruction, then, implies the co-ordination of many factors to the end that desirable learning is realized.

Philosophy, staff, pupils, curriculum and courses of study, pupil activities, library, guidance--all these are highly important and all are essential in a program of organized education which is to serve the needs of youth and of society as a whole. To make these elements and factors really effective and to economize time, energy, and money, and to make them productive of desirable results, an organized program of teaching and learning is essential. In this program all the elements and factors named above should cooperate, particularly the staff and the pupils, for without learning there is no teaching and without teaching much learning is difficult and wasteful.¹

The Southern Association prescribes a number of conditions and provisions that should be made in schools in order that efficient instruction may be possible. Most of the references to instruction are concerned with administrative provisions, as can be seen from the following brief summarization:

1. Each unit-course should be taught not less than the equivalent of 120 sixty-minute periods a year.
2. The school should be in session not less than 175 days each year, exclusive of holidays.
3. A minimum of 280 minutes a week, throughout the academic year, should be devoted to laboratory work in all science

¹Evaluative Criteria, op. cit., p. 78.

courses.

4. The number of pupils per teacher should not exceed thirty.

5. Class size should be limited to thirty.

6. The maximum teaching load is 750 pupil-periods per week.

7. Teachers should not teach more than six periods per day.

8. Not less than three-fourths of the staff should hold Bachelors' degrees from regionally accredited colleges or universities. Emphasis is also placed upon the professional training of teachers, and the desirability of travel experience.

9. All beginning teachers shall have a minimum of twelve semester hours in professional courses.

10. Persons entering a position of administrative or supervisory control of instruction in an accredited secondary school must hold a Master's degree from a regionally accredited institution, and must have at least six semester hours credit in education on the graduate level.¹

All of the states in the region of the Southern Association and most of the larger municipalities have bureaus or divisions of instructional service. These divisions are charged with the responsibility of improving instruction through supervision, co-ordination, and stimulation. Divisions of instructional service approach their problems through many avenues of which the most common are conferences, institutes, bulletins, exhibits, and mimeographed materials.

Instruction in the accredited secondary schools for Negroes.---Such factors as "Teaching load" and "Academic and profes-

¹Standards for Secondary Schools, op. cit., pp. 4-7.

sional preparation of the teaching personnel" will be dealt with in the section on "Staff" which follows in the next chapter. In fact, many of the activities involved in the instructional program might be better treated in connection with the "Staff."¹

The accredited secondary schools for Negroes were open on an average of 179.8 days last year (1941-42) exclusive of holidays; the range was 175 to 189 days. The length of the school day was approximately seven hours. Fifty-one schools fell in the interval 6-6.95 hours; 33 between 7-7.95; and 9 between 8-8.95. The average net length of class-periods was 52 minutes, ranging from 40 minutes net to 60 minutes. In this connection the distribution was as follows: 40 minutes net, 5 schools; 45 minutes, 28 schools; 50 minutes, 12 schools; 55 minutes, 17 schools; and 60 minutes net, 30 schools. Laboratory periods averaged 74.4 minutes with a low of 45 to the highest of 180.

There were 24.8 pupils per teacher in these schools. The average class-size, however, exceeded this by approximately four, being 28.6. There were 6,504 classes conducted last year of which 499, or 7.7 per cent, enrolled more than forty pupils. More than half of the large classes were physical education groups. Table 43 gives the average size of classes, pointing out that each school held an average of 70.6 classes of which 41, or 57.9 per cent, enrolled less than 30 pupils.

The evaluation of the instructional program in each of the ninety-three schools consisted of four general types of appraisal: (1) classroom activities; (2) use of community and environment; (3) textbooks and other instructional materials; and (4) methods or procedures for measuring the results of instruction. The most general findings in the area of instruction are

¹Evaluative Criteria, op. cit., pp. 97-112.

TABLE 43

INSTRUCTION: AVERAGE SIZE OF CLASSES IN ACCREDITED
SECONDARY SCHOOLS FOR NEGROES

Class Size	Number of Classes		
	Total	Average	Per Cent
Under 30.....	3,772	41.0	57.9
30-35.....	1,641	17.8	25.2
36-40.....	592	6.4	9.1
Over 40.....	499	5.4	7.7
Total.....	6,504	70.6	99.9

the following:

1. Instructors are attempting to have the classroom activities begin with and develop from interests, purposes, and former experiences of the pupils.
2. Teachers are responsive to reading difficulties of pupils.
3. Pupils are encouraged and assisted in using the library effectively, and in locating supplementary materials outside the library.
4. There is obvious co-operation between teachers and pupils to keep classrooms clean, orderly, and attractive.
5. Most schools have made available to the classrooms desirable equipment, supplies, and other educational materials.
6. Instructors, in most situations, attempt to integrate pupil-learning under their direction with the school objectives and with the past experiences of the pupils.
7. The resources of the community and environment are utilized in the instructional program. This is especially true in the case of historical incidents, places of note, museums, and

industrial establishments.

8. Textbooks seem to be relatively recent in publication, and contain up to date material including appropriate references for supplementary study.

9. There is a noticeable amount of flexibility in the use of textbooks; they are regarded as sources of information rather than materials to be memorized.

10. More than three-fourths of the schools operate in systems where textbooks are supplied to pupils at little or no cost.

11. Classroom procedures include wide use of mimeographed materials and other publications from related agencies.

12. Notebooks are used by pupils as important aids to learning.

13. Provision is made in the appraisal of results for both teacher-constructed tests and standardized achievement tests.

14. Other techniques of appraisal include observations of behavior, study of reading interests, and some attention to personality traits.

15. Tests' results are used as a basis for further instruction.

Weak or inadequate features of the instructional program may be summarized as follows:

1. Too few schools have set up provisions for developing desirable attitudes and appreciations on a plane comparable to those designed to develop skills, understandings, and interests.

2. Little is being done to have pupils discover day by day applications of new information, skills, and abilities.

3. Class assignments seem to make meager provision for individual differences in ability, interest, and self-direction on the part of pupils.

4. Not much attention is given to the mores, customs, and peculiarities of the communities being served by the schools.

5. Educational films, phonograph records, radio programs, and similar instructional aids are not utilized to any appreciable degree in the majority of schools.

6. The testing program emphasizes comparisons rather than pupil progress.

7. Little or nothing is being done to measure appreciations, attitudes, and ideals.

8. There is some use made of diagnostic testing but it is not accompanied by appropriate remedial measures or activities.

Schools differ greatly in their instructional programs; the best school in this area reached the seventy-second percentile while the poorest barely reached the twenty-first percentile. The average for the group is 46 with a percentile equivalent of 44. The following table gives the summary scores for two schools and the average in this area.

TABLE 44

INSTRUCTION: SCORES, PERCENTILES, AND DEVIATIONS
FOR THE BEST AND POOREST SCHOOLS, AND THE
AVERAGE FOR ALL ACCREDITED SECONDARY
SCHOOLS FOR NEGROES

Schools	Raw Score	Percent- ile EQUIVA- lent	Deviations from Norms		
			Size	Control	Region
Best school (14 LCPrM6)...	64	72	22	11	31
Average for all schools...	46	44	..	..	3
Poorest school (17 SCPM4).	32	21	-29	-27	-20

State comparisons.--The state-averages range from 40 in Tennessee and Texas up to 52 in Alabama; percentile equivalents

are 32 and 56, respectively. Only three states--Alabama, Florida Mississippi--reached or surpassed the fiftieth percentile. State-averages and derivations are shown in Table 45.

TABLE 45

INSTRUCTION: STATE-AVERAGES, PERCENTILE
EQUIVALENTS, AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	General Average	State Average	Area Average
Alabama.....	9	52	56	15	7	7	6
Florida.....	3	50	53	12	5	3	4
Georgia.....	11	44	39	- 2	-1	0	-2
Kentucky.....	10	47	46	5	2	3	1
Louisiana.....	4	46	44	3	1	2	0
Mississippi...	3	49	51	10	4	5	3
North Carolina	20	48	49	8	3	3	2
South Carolina	5	48	49	8	3	0	2
Tennessee.....	5	40	32	- 9	-5	-3	-6
Texas.....	12	40	32	- 9	-5	-5	-6
Virginia.....	11	46	44	3	1	1	0

Comparisons on a basis of control.--A consideration of the schools from the point of view of control, reveals that the private institutions are superior to those under public auspices in the area of instruction. The former group score is 48 with a percentile equivalent of 49 as compared to 45 and 41 for the public schools. Control deviations are negative, being -7 for the public and -12 for the private; the public schools do not deviate from the regional norm while the private schools exceed it by 8

points. Both groups reached their own general averages for nine areas. Public schools fall short of the area average; private schools exceed it by 3 points.

Comparisons on a basis of organization.--Comparing the four-year group with the six-year group, it is found that the latter group scores considerably higher than the four-year schools. The six-year group average is 50 with a percentile equivalent of 53; four-year schools average 44 and are at the thirty-ninth percentile. Deviations from the regional norm are -2 for four-year institutions and 12 for the six-year group. In general, then, the six-year accredited secondary schools for Negroes have much better instructional programs than do the four-year schools.

Comparisons on a basis of size.--When the institutions are classified according to size, there is no significant differences among them. Small, medium, and large schools have the same average which is identical with the area average; the average for the very large schools is one point below, or 45. Deviations from size norms are all negative with the exception of small schools. Deviations from the regional norm are small but positive; they are 3 points for the small, medium, and large groups. There is no deviation in the case of very large schools.

Comparisons on a basis of size of community served.--The range in average scores is 45 to 48 when schools are compared on a basis of the size of communities in which they are located. Percentiles are all above 40 but less than 50. Schools located in rural communities score higher than those located in larger communities. Table 46 gives the average scores, percentiles, and deviations when the comparisons are determined by community size.

TABLE 46

INSTRUCTION: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	Gen- eral Aver- age	Commu- nity Size Aver- age	Area Aver- age
Rural (less than 2,500).....	12	48	49	8	3	4	2
Town (2,500- 14,999).....	22	45	41	0	0	2	-1
Small city (15,000-49,999)	23	46	44	3	1	2	0
Medium city (50,000-99,999)	18	47	46	5	2	0	1
Large city (over 100,000).....	18	45	41	0	0	-1	-1

CHAPTER X

OUTCOMES

The principal question in this chapter is "to what extent are the objectives of the schools realized?" In other words, how well or to what degree are the accredited secondary schools for Negroes attaining their desired outcomes when results are measured by the Evaluative Criteria of the Secondary School Standards? At this point it is well to consider the "guiding principles" which have been developed by the Co-operative Study:

In the educational program of a good secondary school major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. It may be necessary to test some outcomes by departments or in class groups. This, however, should not be construed as limiting the responsibilities of all phases of the educational program, including the instructional activities of teachers, pupil activity program, guidance service, library service, school plant, and school administration, for the attainment of desirable outcomes. There should be evidence that teachers and pupils are happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment. Evidence should be sought to show that pupils are securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits. . . .¹

Other principles are also stated but they are more definite and related to the less general aspects of the educational program.

The standards of the Southern Association are concerned with the more objective phases of the school program and, therefore, make few references to the outcomes of the educational pro-

¹Evaluative Criteria, 1940 edition, p. 83. Washington: The Co-operative Study of Secondary School Standards, 1939.

gram. Specific references are made to such matters as the "achievement of its pupils in college," "achievement quotients of its pupils on standard tests," and the standing of a school "as indicated by evaluation using the criterion of the Coöperative Study."¹ It is further emphasized that the character of a school's work shall be, from time to time, determined by personal visits of the inspectors, detailed reports from the principals, and by the general atmosphere of the institution.² In the case of state requirements for accreditation, little direct reference is made to outcomes or results. Most of the states set up requirements for the machinery involved in efficient administration but a few go so far as to mention methods of appraisal. State standards, then, are quite general relative to outcomes and they are similar to those operating in the Southern Association.

Individual school reports, those from the Southern Association and reports from state departments of education, were of little value in making the evaluations in this area. Basic data for evaluating the outcomes of the schools were secured from questionnaires and visits. In both cases--correspondence and visitation--a primary aim was to secure tangible evidences of outcomes such as course grades, note book materials, examinations, test scores, and others. Visitation had the added advantages of observation and opportunity for conferences and interviews. Objective techniques for measuring and appraising outcomes have not been devised, consequently the findings in this area are highly subjective since they are based upon opinions. Subsequently to pointing out the fact that many results in secondary education

¹Standards for Secondary Schools, The Southern Association of Colleges and Secondary Schools, pp. 6 f. Vanderbilt University, Nashville, 1940.

²Ibid., p. 7.

are intangible qualities, the Co-operative Study has this to say:

Evaluation of such outcomes is by no means easy; for most of them there is no standard measure and therefore evaluation of them necessarily will be largely a matter of judgment. The difficulty of the task is no reason for avoiding it, and the importance and universality of the problems involved make it imperative that attention should be directed to the attainment of such outcomes and to their proper evaluation.¹

Each conference or interview followed the same general plan; every person being interviewed was asked to express an opinion relative to the educational program of the school concerned. Statements were secured from principals, teachers, pupils, graduates, and college deans and registrars regarding the outcomes in five areas--Curriculum, Instruction, Pupil Activities, Library, and Guidance. In a few situations students were met in groups and faculty members were interviewed in faculty meetings. But, most conferences were personal or individualized. Sincere opinions were encouraged through the promise that names would not be used. Opinions expressing the degree to which desired outcomes were realized in each of the five areas were then reduced to one of the following terms: Very satisfactory, Satisfactory, Fair, Unsatisfactory, Very unsatisfactory, or Undecided.

Sixteen colleges were visited by the investigator; here the graduates of the schools being evaluated were interviewed. Transcripts of their previous work were studied and conferences were held with the deans and registrars. Only first and second year college students were interviewed because it was thought that the upper-classmen were too far removed from the high school situations being studied. A summary of the opinions on the part of principals, teachers, pupils, graduates, and college officials is shown in Table 47. Each term represents more than half of the

¹How to Evaluate a Secondary School, 1940 edition, p. 13. The Co-operative Study of Secondary School Standards. Washington, 1939.

TABLE 47
 OUTCOMES: EXPRESSED OPINIONS IN RESPONSE TO QUESTIONS RELATIVE TO OUTCOMES
 IN THE EDUCATIONAL PROGRAM IN ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Persons Responding	Curriculum	Instruction	Pupil Activities	Library	Guidance
Principals....	Fair	Satisfactory	Satisfactory	Very satisfactory	Unsatisfactory
Teachers.....	Satisfactory	Satisfactory	Satisfactory	Fair	Unsatisfactory
Pupils.....	Satisfactory	Fair	Fair	Satisfactory	Fair
Graduates.....	Unsatisfactory	Fair	Very satisfactory	Satisfactory	Very satisfactory
College deans and regis- trars.....	Fair	Fair	Satisfactory	Fair	Undecided

responses; for example, more than half of the principals in the schools visited said that the outcomes in the curriculum were being realized to a "fair" degree. Likewise, 50 per cent or more of the graduates said that outcomes in this area were "unsatisfactory." The statements of opinions, summarized in Table 47, were used to supplement other kinds of evidence gathered by the investigator to arrive at the school score in this area. The other kinds of evidence were: (1) The schools' procedures for evaluating outcomes; (2) evidences of outcomes in major subject-matter fields; and (3) evidences of outcomes in attitudes and appreciations.¹

Special characteristics of the outcomes of the educational programs in accredited secondary schools for Negroes.--

The outstanding features in this area seem to be as follows:

A. The Schools' Procedures for Evaluating Outcomes

1. There seems to be an awareness in most of the institutions of the importance of continued evaluation.
2. A few schools have adopted appropriate techniques for measuring outcomes; such procedures are being constantly improved.
3. There is a wide use of objective tests in determining outcomes in the principal academic subjects. These are mainly achievement tests.
4. Pupil appraisal of the outcomes of the educational program is encouraged in more than half of the institutions.
5. Most of the schools make informal observations of pupil growth and development.

¹Evaluative Criteria, op. cit., pp. 83-96.

B. Evidences of Outcomes in Major Subject-matter Fields

1. English

- a. Pupils give indications of a fairly broad vocabulary and functional knowledge of language structure.
- b. Appropriate amount of time is spent in reading and interpreting a variety of literary products.
- c. There is evidence in a third of the schools that pupils participate in class discussions to a marked degree; many opportunities are provided for public speaking, story telling, dramatics, and other forms of oral discourse.
- d. Pupils produce, where talent warrants, work of a creative nature in a large number of schools.

2. Mathematics

- a. Pupils make computations and use measurements and symbols readily, especially those in common practice.
- b. In the upper grades pupils have acquired the knowledge and skills for using and interpreting graphs and other means of visualizing relationships.

3. Natural and Physical Sciences

- a. A marked degree of skill is demonstrated in the use of laboratory equipment.
- b. There is recognition of the influence and dependence of all forms of life on such factors as heat, light, moisture, and food.
- c. Pupils exhibit necessary knowledge to appreciate the constant struggle for existence which involves reproduction, adaptation, dispersal, and migration.
- d. Pupils seem to understand man's dependence on natural resources, topography, and climate.
- e. There is recognition of the part played by chemical reactions

in the human body and in nature.

f. There appears to be little disturbance over such concepts as "Evolution," "Heredity," "Reproduction," or "Divine Creation."

g. Pupils seem to be developing the "scientific attitude."

4. Social Studies

a. Pupils have sufficient knowledge for intelligent discussion of such ideas or concepts as "Democracy," "Nationalism," "Humanitarianism," "Laissez-faire," and "World Peace."

b. There is an appreciation of the desirability and necessity of government and of law.

c. Desired results are obtained from units on "Transportation," "Communication," "Taxes," "Exchange of Goods," and "Credit."

d. Pupils seem to understand religion's relation to and influence on culture and progress.

e. There is much interest in discovering relationships between capital and labor.

f. A high degree of patriotism is evident.

g. Pupils exhibit much faith in democracy as a mode of living, thinking, understanding, co-operating, and sharing responsibility.

h. Pupils express a firm dislike for wars.

5. Fine Arts

a. There is much evidence to show that pupils have developed the ability to produce music, individually and in groups, of harmony and beauty of tone. This is true in vocal music, not in instrumental music.

b. A large number of pupils know how to use various kinds of materials for making products of art.

c. Many pupils seem to understand such important concepts in

art as "tone," "form," "color," and "structure."

6. Industrial and Vocational Arts

- a. In the larger schools, many pupils, especially boys, know how to read mechanical drawings and blueprints.
- b. There is a great degree of skill in effectively using tools and machines.
- c. Much evidence was gathered which shows that pupils taking these courses are skillful in working with wood, metal, and concrete.
- d. Safety rules and precautions are observed in the school shops.
- e. Most of the girls, and some boys, know how to buy, prepare, serve, and care for food efficiently.
- f. A large number of pupils can make wise choices in selecting clothing; many of them know how to care for, repair, and renovate their clothing.
- g. There is a widespread understanding of proper procedures in infant and child care.
- h. Pupils in agriculture understand the techniques of maintaining, conserving, and fertilizing the soil.
- i. Rural youths have gained knowledge from their agricultural courses which will enable them to perform more effectively their duties; this is especially true in such matters as breeding and caring for farm animals and plants.
- j. A third of the institutions have co-ordinated their vocational courses; this program is known as the D. O. Program--diversified occupations.

7. Health and Physical Education

- a. Most pupils seem to appreciate the value and advantages of good health and health habits.

- b. They appear to be taking proper care of their bodies.
- c. Teachers report that the majority of their pupils eat and dress in ways to promote health and to provide an attractive appearance.

A relatively few institutions are experimenting with the "Core Curriculum" or other forms of comprehensive organization of educational activities. In those schools where such attempts are being made, there is evidence to support the belief that the outcomes are as follows: (1) greater activity on the part of pupils because they participate in the planning of experiences; (2) the objectives of the guidance service are better met; (3) the individual or special needs of pupils are satisfied to a greater degree; and (4) pupils have an integrated view or focus on the major social problems.

C. Evidences of Outcomes in Attitudes and Appreciations

1. Approximately three-fourths of the institutions issue, periodically, reports to parents which carry some indication of the development of certain personality traits. These traits are those concerned with personal growth and those involving social relationship. The most frequently listed ones are: enthusiasm, self-control, industriousness, co-operation, courtesy, tolerance, honesty, and dependability.
2. Less than 10 per cent of the schools employ special techniques for measuring the outcomes in attitudes and appreciations. In such schools there is an obvious effort being made to explore the possibilities of attitude scales and behavior descriptions.
3. The general atmosphere in a majority of the schools visited bespeaks the fact that their pupils are developing many desirable attitudes and appreciations.

4. Teachers report marked improvements in this regard as pupils progress through the schools; improvement which may be the expected outcome of normal growth being considered.

Outcomes of the educational programs seem to be lacking in the following respects:

A. The schools' procedures for evaluating outcomes

1. There is no indication that the institutions are conducting well organized "Follow-up Programs." A few of these make systematic appraisals of the achievements of their former pupils attending college. But, little or nothing is being done to appraise the activities and achievements of those former pupils who do not go to college.
2. Practically nothing is being done to study the out-of-school activities of pupils in relation to the educational program.
3. The reactions of pupils in all school situations are not adequately considered as possible means of revealing the nature and quality of outcomes. In most schools the activities of pupils are regarded in only three ways: from the point of view of academic progress; in relation to school rules and regulations; and the quality of performance in extra-class activities.
4. The community, including parents, has no part in evaluating the outcomes in a majority of the schools.
5. Approximately 90 per cent of the institutions make no efforts whatever to measure attitudes and appreciations.

B. Inadequacies of the outcomes in major subject-matter fields

1. English

- a. There is a tendency on the part of many pupils to use a great deal of slang during their informal contacts. This duality in expression prompts some teachers to question the

"carry-over" value of instruction in the proper methods of expression.

- b. Pupils exhibit inability to relate the social problems revealed in literature to their own lives.
- c. A large part of the teaching personnel thinks that pupils have not developed those attitudes and understandings which will enable them to judge intelligently the values of the current products of the radio, screen, and press.
- d. Many teachers are dissatisfied over the apparent lack of taste, interest, and appreciation on the part of most pupils for "good" literature.
- e. A large percentage of pupils, even in the upper grades, are unable to read the regular course materials rapidly and effectively. While more than a third of the schools give a prominent place to their efforts in remedial reading, more than half of them make no systematic attempts to improve the reading ability of pupils.

2. Mathematics

- a. A relatively few schools report that pupils are efficient in the use of mathematical concepts, processes, and symbols for analyzing and interpreting out-of-school problems. Few pupils appear to understand mathematical principles in their relation to practical situations.
- b. Instructors in mathematics report that their pupils lack facility in the use of inductive and deductive reasoning.

3. Natural and Physical Sciences

- a. Teachers in science courses in many schools think that pupils lack the ability to reason correctly from related facts to logical conclusions.
- b. Too many pupils do not have a critical attitude toward

claims in advertisements of commercial products.

4. Social Studies

- a. Many teachers in this field report that pupils do not discharge all of their major social and civic responsibilities.
- b. Few pupils understand the influences of social similarities and differences upon their various cultures.
- c. There is much evidence to support the belief that many pupils possess too much racial sensitiveness.

5. Fine Arts

- a. Too few pupils have developed the necessary skills for producing instrumental music; most of them, however, sing well.
- b. Only a small number of pupils appear to appreciate fine pictures, paintings, statuary, and similar art products. This inadequacy in outcomes must be restricted to those schools, about 50 per cent, which are located in communities providing opportunities to observe the finer products of art.
- c. Many teachers in the fine arts feel that the majority of their pupils are unable to recognize the principal works of the leading artists. Less than a fifth of the schools, on the other hand, offer courses in art appreciation.

6. Industrial and Vocational Arts

- a. Instructors in this field are rather doubtful that most pupils are developing desirable standards of craftsmanship.
- b. Many teachers of home economics or homemaking feel that there is too little "carry-over" to the point or end that pupils actually apply their knowledge in home and family relationships.
- c. There is not a sufficient amount of appreciation on the

part of rural youths of the significance of farm life and its contribution to the welfare of society.

- d. Pupils in urban schools lack an understanding of the development of labor unions and the implications for Negro workmen.

7. Health and Physical Education

- a. Few pupils have developed the habit of having periodic medical and health examinations.
- b. There is a small amount of participation in athletic and physical education activities.
- c. Most pupils exhibit little interest in wholesome recreational activities.
- d. Pupils know little relative to maintaining and developing good mental health--healthful attitudes and emotional life.

C. Attitudes and Appreciations

1. Reference has been made to the ways in which schools record the presence or absence of certain personality traits of their pupils. But only eight of the ninety-three schools are employing some special procedures for determining the extent to which pupils are developing desirable attitudes and appreciations.
2. In general, the schools are not getting very satisfactory results in their attempts to have all pupils cultivate desirable personal and social attitudes. Most efforts, however, are casual and unco-ordinated.
3. Still less seems to be known about the growth, development, and degree of appreciations on the part of pupils in most of the schools.

The evaluations of the outcomes of the educational programs in the accredited secondary schools for Negroes reveal vast

differences in the area. The range is from the 21st percentile to the 73d;¹ no school scored below 32 and the highest raw score was 62. The following table gives the evaluations of the best, average, and poorest schools in the area of outcomes. All deviations in this table refer to the norms which were developed by the Co-operative Study.²

TABLE 48

OUTCOMES: SCORES, PERCENTILE EQUIVALENTS, AND DEVIATIONS FOR THE BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percentile Equivalent	Deviations from Norms		
			Size	Control	Region
Best school (15MCPm4)*	62	72	27	3	30
Average for all schools	43	39	..	..	- 4
Poorest school (19SCPS4).....	32	21	-21	-25	-22

*Symbols are the same as those used in chap. iiii, p. 38, and chap. vi, p. 91. "Best" and "Poorest" refer to the area under discussion only.

State comparisons.--When the schools are grouped by states the averages range from 38 in Tennessee up to 48 in South Carolina; the differences in percentiles are even greater--31 to 47. All deviations, excepting one state, are negative relative to the norm for schools in the region of the Southern Association. Table 49 shows the state-averages, percentile equivalents, and deviations.

¹This represents a spread from "inferior" to "superior." See How to Evaluate a Secondary School, op. cit., p. 95.

²Ibid.

TABLE 49

OUTCOMES: STATE-AVERAGES, PERCENTILE EQUIVALENTS,
AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per cent- ile	Re- gional Norm	General Aver- age ^a	State Aver- age	Area Aver- age ^b
Alabama.....	9	46	42	-1	1	1	3
Florida.....	3	41	35	-8	-4	-6	-2
Georgia.....	11	45	41	-2	0	1	2
Kentucky.....	10	44	40	-3	-1	0	1
Louisiana.....	4	44	40	-3	-1	0	1
Mississippi...	3	43	39	-4	-2	-1	0
North Carolina	20	42	37	-6	-3	-3	-1
South Carolina	5	48	47	4	3	0	5
Tennessee.....	5	38	31	-12	-7	-5	-5
Texas.....	12	42	37	-6	-3	-3	-1
Virginia.....	11	44	40	-3	-1	-1	1

^a"General Average," in this and following tables, means the average for the ninety-three schools in the nine areas being evaluated.

^b"Area Average" means the average for all schools of the present study in the area under discussion; in this case--outcomes.

Comparisons on a basis of control.--Schools under private auspices have an average score which is quite higher than the average for publicly controlled institutions. The former group scored 47 as compared to 42 for the latter group; percentile equivalents are 45 for private schools and 37 for the public schools. Deviations from the control norm are both negative; in the case of public schools it is -9 as against -25 for the pri-

vate institutions. The deviations from the regional norm are -6 for the public group and 2 for the private schools.

Comparisons on a basis of organization.¹--The six-year schools score slightly higher than the four-year group; for the former the average raw score is 45, for the latter group the average is 43. Percentile equivalents are 39 for the four-year schools and 41 for those with a six-year organization. Deviations from the regional norm and from the area average are insignificant.

Comparisons on a basis of size.--When the schools are grouped according to size, the range of differences is from 39 to 45. Small schools have the highest average and the very large schools are at the bottom in the area under discussion--outcomes. All deviations from norms, size and region, are negative. Table 50 gives the results when schools are grouped according to the size of enrollment.

Comparisons on a basis of size of community served.--Average scores range from 39 for schools located in large cities up to 46 for those located in towns and rural communities. All deviations from the regional norm are negative, from -1 down to -11. The necessary data for a comparison of institutions when grouped according to the size of communities in which they are located are shown in Table 51.

¹The ninety-three schools in the study are organized as follows: Two-year -2; three-year -8; four-year -56; five-year -6; and six-year -21. Due to this distribution comparisons, throughout the chapter, will be limited to the four-year and six-year schools; comparisons of other types of organization would be insignificant.

TABLE 50

OUTCOMES: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
FOR SCHOOLS ON A BASIS OF SIZE

Size Groups*	Number of Schools	Scores		Deviations			
		Raw Score	Per cent-ile	Re-gional Norm	Size Norm	General Average	Area Average
Small (under 200).....	32	45	41	-2	-1	0	2
Medium (200-499).....	31	43	39	-4	-7	-2	0
Large (500-999)	20	43	39	-4	-21	-2	0
Very large (over 1,000)..	10	39	32	-11	-37	-6	-4

*Size-groups set up by the Co-operative Study of Secondary School Standards. See How to Evaluate a Secondary School, p. 26. Co-operative Study of Secondary School Standards. Washington, 1939.

TABLE 51

OUTCOMES: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per cent-ile	Re-gional Norm	General Average	Community Size Average	Area Average
Rural (less than 2,500)....	12	46	42	-1	1	2	3
Town (2,500-14,999).....	22	46	42	-1	1	3	3
Small city (15,000-49,999).	23	41	35	-8	-4	-3	-2
Median city (50,000-99,999)	18	45	41	-2	0	-2	2
Large city (over 100,000)	18	39	32	-11	-6	-7	-4

CHAPTER XI

THE STAFF

The staff of a school consists of the administrative offices; the teaching personnel; the non-instructional professionals such as physicians, nurses, psychiatrists, and psychologists; the clerical and accounting staff; and the custodial personnel. The findings concerning the non-instructional professionals have been presented in chapter iii--in the section dealing with guidance. The findings relative to the administrative staff are reserved for the last section of the present chapter. Following the pattern of the Co-operative Study of Secondary School Standards, many of the findings concerning the instructional or teaching personnel were presented in the section on "Instruction." Only such duplication as is necessary to assure clarity will be made in the present section. In accord with previous procedures, the following excerpts from the "Statement of Guiding Principles" are given:

A competent staff is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a co-operating group having common purposes and motivated by common ideals. . . . Diversity of preparation and viewpoints is desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully, harmoniously, and efficiently for the good of the school and its pupils.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. Salaries should be such as to assure a living comparable with the social demands on the profession. . . . In the membership of the staff should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. . . .

In the selection of individual staff members attention should be given to teaching ability, personality, health, and character. Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development.¹

A number of the standards of the Southern Association are related to the staffs. Reference has been made to the standards concerning pupil-teacher ratio, class size, teacher load, academic and professional preparation of teachers, and training of administrative officers.² Other specific requirements regarding the staff include: (1) The commission will decline to consider any school for accreditation whose teaching force consists of fewer than four teachers giving their full time to high school instruction; (2) No combination of work should amount to more than thirty-five periods a week for any teacher; and the recommendation by the Commission on Secondary Schools that \$1,000 be set as the minimum salary for teachers--the Commission recognizes \$900 as a minimum salary for a year.³

All states in the region of the Southern Association require that high school teachers hold degrees from approved colleges or universities before they are issued state certificates. A few of the states have requirements relative to age, health, and residence. The number of semester hours required in the various teaching fields ranges from 12 to 48; from 12 to 24 semester hours are also required in professional or education courses. The following table shows the requirements for high school teachers in the several states of the Southern Association. South Carolina is the only state which has no academic requirement beyond the Bachelor's degree. Most of the states have varying requirements for different subjects to be taught. For example,

¹Evaluative Criterion, op. cit., p. 99. ²Supra, p. 143.

³Standards for Secondary Schools, op. cit., pp. 6 f.

TABLE 52

STAFF: MINIMUM REQUIREMENTS FOR HIGH SCHOOL TEACHERS' CERTIFICATES^a

States	Approved Bachelor's Degree	Semester Hours	
		Subject to Be Taught	Professional Training
Alabama.....	x	18-24	12-21
Florida.....	x	12-30	18
Georgia.....	x	18-24	18
Kentucky.....	x	24-30	18
Louisiana.....	x	12	12
Mississippi.....	x	18-48	18
North Carolina....	x	15-30	18
South Carolina....	x	.....	18
Tennessee.....	x	12-24	18
Texas.....	x	24	24
Virginia.....	x	12	18

^aData secured from: Requirements for Certification of Teachers and Administrators, 1941-1942, by Robert C. Woellner and M. Aurilla Wood. Chicago: The University of Chicago Press, 1941.

Florida requires 30 semester hours in the social sciences but only 15 semester hours in mathematics. Alabama is the only state which has a difference in professional requirements; this is due to the fact that more than one type of high school certificate is issued.

The staffs in accredited secondary schools for Negroes.--

Eight types of appraisals were made of the staffs in the accredited secondary schools for Negroes. These were: (1) numerical adequacy; (2) academic preparation; (3) professional preparation; (4) educational experience and service; (5) provisions for in-

service improvement; (6) salaries; (7) teacher-load; and (8) qualifications and conditions of service of non-professional staff members.

There were 40,851 pupils and 1,648 teachers, or 24.8 pupils per teacher, in the ninety-three accredited schools for Negroes during the school year of 1941-42. Although the general average is much less than thirty, twelve schools have higher pupil-teacher ratios--excepting one, all are less than thirty-five. The distribution of pupil-teacher ratios are shown in Table 53.

TABLE 53

STAFF: PUPIL-TEACHER RATIOS IN ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Pupils Per Teacher	Number of Schools
Less than 5	2
5-9	4
10-14	7
15-19	18
20-24	22
25-29	28
30-34	11
35 and above	1

Ninety-five per cent of the teachers have degrees from regionally accredited colleges or universities.¹ Seventy-seven, or 5 per cent, have no degrees and only ten, or less than 1 per cent, are graduates from non-approved colleges. Seventeen per cent, or 283, teachers hold the Master's degree and three have the Doctor's degree. Approximately two-thirds of the teachers

¹Most of the teachers are graduates of institutions approved by the Southern Association of Colleges and Secondary Schools. Because of a reciprocal agreement, persons from approved colleges in other sections of the country are covered by the Southern Association.

are graduates of liberal arts colleges. Sixty per cent of them graduated since 1930 and less than 10 per cent finished college prior to 1920. These teachers have an average of 26 semester hours credit in professional courses. The range in school-averages for professional training is 3 to 46 semester hours; there are 100, or 6 per cent, teachers with no professional training.¹ The average is less than 12 semester hours in only eight schools; seventy-six, or 80 per cent, of the schools have averages, in professional training of faculty, of 18 semester hours or more.

The average number of years of experience in teaching was 9.9 at the end of the school year 1942; of this number 6.7 years were spent in the present position and 3.2 years in other schools. There were 36 "beginning teachers."²

Faculty and staff meetings represent the major procedure for in-service improvement. Three types of meetings are conducted: (1) the administrative type in which most of the time is consumed in discussing routine school matters; (2) the professional type in which there is much teacher planning and participation and discussions of educational problems; and (3) the combination type in which the features of the first two are present. Most of the meetings are of the combination type. Around 50 per cent of the faculties are constantly studying the curriculums and their relation to the schools' philosophies and objectives. A few schools have provisions by which their teachers can visit other schools during the school day for purposes of observation

¹The Southern Association standards define professional training as "courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc." Standards for Secondary Schools, op. cit., p. 5.

²A beginning teacher is one who has not completed 24 months of teaching in an organized school. Ibid.

and stimulation.

Thirty per cent of the schools have no salary schedule. In such schools there is a wide range of differences among salaries of teachers with comparable training, experience, and teaching load. Notwithstanding the fact that the Southern Association has set \$900 as the minimum salary, there is a "special requirement for the Negro schools which must have a minimum of \$600 for all high school teachers with an average annual salary of \$720 for all high school teachers."¹ The average salary in the ninety-three institutions was \$1,056 in 1942²--an expenditure of \$42 per pupil for instructional services. The range in average salaries is from zero in a few Catholic institutions up to \$2,000; the individual range is from zero to \$2,700. Excluding the principals, the highest salaries are received by the teachers of vocational subjects--agriculture and home economics. The following

TABLE 54

STAFF: AVERAGE ANNUAL SALARIES OF TEACHERS IN ACCREDITED
SECONDARY SCHOOLS FOR NEGROES

Average Salary*	Number of Schools
Less than \$600	4
\$ 600 - \$ 799	11
800 - 999	31
1,000 - 1,199	29
1,200 - 1,399	10
1,400 - 1,599	5
1,600 - 1,799	0
1,800 - 1,999	2

*Includes the salaries of "Teaching-Principals."

¹Personal letter received from a member of the "Committee on the Approval of Negro Schools," Southern Association of Colleges and Secondary Schools, November 24, 1941.

²This excludes the Catholic non-salaried teachers.

table shows the average annual salaries for ninety-two schools. There is no definite pattern in salary differentials in these schools; this is as true in the 66 institutions with salary schedules as in those without such an arrangement. The median difference between the highest and lowest salaries is \$542.50; the range is \$30 in one school up to \$1,750 in the institution with the greatest difference.

A consideration of the teaching-load reveals that 83 per cent of the instructors teach five periods or less each day. The complete percentages are: 30 per cent teach less than five periods; 53 per cent teach five periods; 16 per cent teach six periods; and one per cent teach more than six periods daily. Those schools in which instructors are engaged with class work for six periods or more are institutions having short periods of not more than forty minutes in length. Ninety-two per cent of the instructors do not teach outside their major subject-field. Most of the remaining 8 per cent teach in their minor subject-field or related courses. Forty of the schools have no teachers working outside of their major field. A further indication of the teaching-load is reflected in the fact that 80 per cent of the schools limit their pupils to four units of work during each semester; 91 per cent limit their pupils to the equivalent of five units. In the eight schools where pupils are permitted to pursue more than five units of work simultaneously, such additional courses beyond four are usually minor courses meeting fewer times a week than the major ones. The matter of class-size has been treated earlier in the section on "Instruction."¹

The best elements or characteristics of the school staffs may be summarized as follows:

¹Supra, p. 146.

1. The staffs seem to be adequate numerically. There is one teacher to approximately every twenty-five pupils, in only one school is the ratio higher than one to thirty-five.

2. Principals seem to play an important role in the selection of staff members. The most common practice is recommendation by the principal to the superintendent; the latter passes the recommendation to the board of education in the event it meets with his approval. In the case of private schools, there are a variety of practices but the principals usually take the initiative in employing staff members.

3. Principals report that candidates are selected on the basis of their personal fitness for the particular positions they are to fill. Much attention is given to transcripts of college training and confidential recommendations from reliable sources.

4. Only those persons who meet the legal requirements of the state are considered for positions in most schools. Candidates must hold valid certificates for the positions concerned or meet the qualifications for such certificates.

5. Teachers satisfy the criteria relative to academic preparation. Ninety-five per cent of them hold degrees from approved institutions of higher learning.

6. Likewise, they meet the requirements for professional preparation. The average amount of credit in professional courses is twenty-six.

7. Instructors have had a satisfactory amount of educational experience. The average is approximately ten years with more than three years in the present position. A large percentage of teachers have also had desirable non-school experience.

8. Most of the faculty meetings are planned for in-service improvement of teachers. Staff meetings in the majority of

the schools are concerned chiefly with educational problems, principles, and progress rather than with routine administrative matters.

9. Sixty-six, or 71 per cent, of the schools have salary schedules for professional staff members. The average annual salary is well over \$1,000.

10. The teacher load is satisfactory in most of the schools. Approximately four-fifths of the instructors teach not more than five classes each day; in most cases they teach the same subject to more than one section of a grade. The average class-size is less than thirty--28.6.

11. A majority of the schools report satisfactory conditions of tenure. After a probationary period, three years in most cases, indefinite tenure is provided and continues as long as the teacher's work and conduct merit it. The proposed dismissal of an employee on account of incompetence, misconduct, or neglect of duty is preceded by a warning in writing from the principal or superintendent. Such warnings usually include definite statements of defects and suggestions for improvement on the part of the person concerned.

12. In many schools provision is made for employes to leave their regular school duties to attend professional meetings or for other professional purposes and at the same time suffer no reduction in salary for such absences.

13. Provision is made for "sick-leave" in practically all of the schools.

14. In 90 per cent of the public schools and in most private institutions, there is some provision for retirement. These plans, however, exhibit wide differences in nature and procedures.

15. The members of the clerical and accounting staffs in

most schools seem to be adequately qualified for their duties and responsibilities. They give all indications that their work is being efficiently performed.

16. Although the members of the custodial and maintenance staffs have little or no training for their jobs, they appear to understand their relationship to the total school program and how they may better promote it.

The school staffs seem to be least adequate in the following respects:

1. The average annual salary in half of the schools is less than \$1,000--the amount recommended by the Commission on Secondary Schools of the Southern Association. Sixteen schools have averages below the minimum level of \$900. Even when the special provision for salaries of Negro teachers is considered, a few teachers receive less than the minimum.

2. In most schools the salary schedules are not sufficiently flexible to care for special cases of unusual merit.

3. A relatively few schools have provisions by which teachers are granted leaves of absence to continue their educational preparation, with permission to return to their positions at the expiration of the term of leave.

4. Practically nothing is being done in these schools to provide in-service training for their clerical and accounting staffs. Even in those schools where efficient procedures are operating for in-service training of the professional staffs, little is being done to improve and promote the general efficiency of the non-professional staff members.

5. Members of the custodial staffs in most schools lack the necessary training which their positions warrant. A comparatively few of them have had adequate preparation for efficient

maintenance and custody of school buildings, grounds, and equipment.

6. Few schools are employing the "general staff meeting" technique--meetings in which all employees are present and participate. Most schools restrict their meetings to the teaching personnel, administrative officers, librarians, and occasionally the clerical and accounting staffs.

The summary scores in this area--the staff--show a very wide spread in the percentile equivalents; they range from the 25th percentile up to the 82d. Raw scores for individual schools fall between 39 and 63. The average score is 49 with a percentile equivalent of 45. Table 55 gives the scores, percentiles, and deviations from norms for the best, average, and poorest schools in the area of school staffs.

TABLE 55

STAFF: SCORES, PERCENTILE EQUIVALENTS, AND DEVIATIONS FOR THE BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percentile Equivalent	Deviations from Norms		
			Size	Control	Region
Best school (14LCPrM6).....	63	82	33	26	48
Average for all schools.....	49	45	..	..	11
Poorest school (26TPS6).....	39	25	-14	-24	- 9

State comparisons.--State averages range between 45, in Tennessee, and 54, in Florida; the percentile range is from 37 up to 60. All deviations from the regional norm are positive; excepting Tennessee, all state averages are higher than the general

average, of 45 for all areas. The following table shows the results obtained when institutions are grouped according to state-location.

TABLE 56
STAFF: STATE-AVERAGES, PERCENTILE EQUIVALENTS,
AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Percentile	Regional Norm	General Average	Regular Average	Area Average
Alabama.....	9	54	53	19	7	7	3
Florida.....	3	54	60	26	9	7	5
Georgia.....	11	52	53	19	7	8	3
Kentucky.....	10	46	39	5	1	2	-3
Louisiana.....	4	48	41	7	3	4	-1
Mississippi...	3	50	48	14	5	6	1
North Carolina	20	50	48	14	5	5	1
South Carolina	5	50	48	14	5	2	1
Tennessee.....	5	45	37	3	0	2	-4
Texas.....	12	47	40	6	2	2	-2
Virginia.....	11	48	41	7	3	3	-1

Comparisons on a basis of control.---The privately controlled schools have an average score of 51 while the average raw score is 49 for the public institutions. Deviations from the regional norm are both positive; deviation from the control norm are negative--for the private group it is -5 and for the public schools -4. Percentile equivalents are 45 for the public schools as compared to 51 for the private institutions.

Comparisons on a basis of organization.---Six-year schools

have an average raw score of 51, and the four-year group have an average of 49. The percentile equivalent is 51 for the former group as compared to 45 for the latter. Deviations are positive relative to the regional norm; 17 for the six-year schools and 11 for the four-year institutions.

Comparisons on a basis of size.--The small, medium, and large schools have identical raw-score averages. The very large schools' score is 51, or two points higher than the averages for the other three size-groups. Percentile equivalents are 45 and 51. Deviations from the regional norm are 11 and 17. Deviations from the size norms range from 6, in the case of small schools, down to -29 for the very large institutions.

Comparisons on a basis of size of community served.--When schools are grouped according to the size of the communities in which they are located, there is very little difference among

TABLE 57

STAFF: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	Gen- eral Aver- age	Commu- nity Size Aver- age	Area Aver- age
Rural (less than 2,500).....	12	49	45	11	4	5	0
Town (2,500- 14,999).....	22	48	41	7	3	5	-1
Small city (15,000-49,999)..	23	51	51	17	6	7	2
Median city (50,000-97,999)..	18	50	48	14	5	3	1
Large city (over 100,000).....	18	49	45	11	4	3	0

the averages. The range of average raw scores is 48, in the case of schools located in towns, to 51, for schools located in small cities. Percentile equivalents lie between 41 and 51. Table 57 gives the necessary data for making comparisons on a basis of size of community served.

CHAPTER XII

THE PLANT

An appropriately arranged and adequately equipped plant is essential to the realization of educational aims and purposes. It implements the educational program and represents important tools by which the objectives are attained. When appraising a school's plant and equipment, the following guiding principles should operate:

The plant is one of the major conditioning factors in a good school, but its intimate relation to and influence on the educational program and its outcomes are not always appreciated or understood. The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place of instruction; it is also a functioning part of the educational program itself.

Because of the increasing and varied demands being made on the secondary school, the school program has become more and more complex. Adequate provision should be made for these additional functions. Provisions for classroom instruction, while still a major consideration, are far from sufficient.

. . . . The building should be attractive and appropriate in design so that beauty may be evident both within and without; it should assure the safety of its occupants, even in emergencies; and the grounds about the building should have well kept lawns and shrubbery. . . . The site as well as the building should assure healthful conditions. . . .¹

Several rather general requirements are set up by the Southern Association for the accreditation of secondary schools. They are primarily concerned with the adequacy of laboratory facilities, the location and construction of buildings, and the financial appropriations for instructional and library equipment.

The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

¹Evaluative Criteria, op. cit., p. 115.

The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.¹

The requirements of the several states are, in the main, very similar to those of the Southern Association. Most state requirements emphasize such factors as location and plan of buildings; adequacy of equipment; provisions for safety and hygienic conditions; and library materials.²

The buildings and equipment of accredited secondary schools for Negroes.—The values of school buildings range from \$11,500 up to \$565,000.³ The median value is \$122,480; the

TABLE 58

PLANT: VALUE OF BUILDINGS FOR EIGHTY-NINE OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES*

Range of Value	Number of Schools
\$ 10,000 - \$ 29,999	10
30,000 - 49,999	12
50,000 - 69,999	13
70,000 - 99,999	9
100,000 - 149,999	15
150,000 - 199,999	7
200,000 - 249,999	8
250,000 - 299,999	4
300,000 - 399,999	5
400,000 - 499,999	3
500,000 or more	3

*Three schools not included because of incomplete data.

¹Standards for Secondary Schools, op.cit., p.6. ²Supra, p.11.

³"Value," as used by the Southern Association in its form, means the original cost of the building plus the cost of additions. No reference is made to deductions due to depreciation.

average value is slightly lower. The per pupil investment in school buildings is \$272.20. Table 58 shows the wide spread in values. In general, the smaller public schools are represented in the lower brackets, while the larger schools and a few of those affiliated with colleges represent considerably higher investments. The schools are comparatively new; 73 per cent of them were constructed since 1929 and almost a third since 1930. Forty-six, or 52 per cent, have been added to or remodeled 68 times--an average of 1.5 additions per school. Almost three-fourths of these additions were made since 1930 and several involved expenditures in excess of \$100,000. The most frequently reported additions were classrooms, gymnasiums, and industrial arts buildings. Table 59 gives the dates of construction and of additions.

TABLE 59

PLANT: DATES OF CONSTRUCTION OF AND ADDITIONS TO SCHOOL BUILDINGS--ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Years	Number Constructed	Number of Additions or Remodels
Prior to 1890....	3	..
1890 - 1899.....	7	..
1900 - 1909.....	3	1
1910 - 1919.....	11	3
1920 - 1929.....	39	15
1930 - 1939.....	26	42
1940-.....	..	7

Comparable data were received from ninety schools concerning the value of ten major types or kinds of equipment.

TABLE 60

PLANT: TOTAL VALUE OF MAJOR TYPES OF EQUIPMENT IN ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Range of Value	Agriculture	Commercial	Home Economics	Library*	Maps and Charts	Manual Arts	General Science	Biology	Chemistry	Physics
Less than \$100.....	1	1	..	..	20	1	8	8	3	3
\$ 100 - \$ 499.....	11	13	13	4	54	16	23	33	27	24
500 - 999.....	6	6	19	3	9	11	10	18	27	15
1,000 - 1,499.....	..	9	22	10	2	11	7	5	2	6
1,500 - 1,999.....	3	4	10	8	1	9	8	2	4	3
2,000 - 2,499.....	1	1	6	6	1	3	..	3	4	2
2,500 - 2,999.....	..	2	6	5	1	4	..	1	4	1
3,000 - 3,499.....	..	1	6	7	..	7	1	1	3	3
3,500 - 3,999.....	2	1	1	7	..	2	..	1	1	1
4,000 - 4,499.....	1	..	2	4	..	1	..	2	2	..
4,500 - 4,999.....	..	..	..	2	..	1	..	..	..	..
5,000 - 5,499.....	..	1	..	5	..	2	..	..	1	..
5,500 - 5,999.....	..	..	..	8	..	1	..	1	..	1
6,000 and over.....	1	..	2	21	..	4	..	..	1	1
Number of schools having such equipment...	26	38	88	90	88	73	57	77	79	61

*These include library books and equipment owned by the school.

These data are summarized in Table 60. It will be observed that there is a wide spread in the individual schools relative to the value of instructional equipment. For example, the value of agricultural equipment in one school is less than \$100 while in another it is in excess of \$6,000.¹ On the whole, the small schools are concentrated in the lower-value intervals; the large schools report values that are scattered throughout the table but most of them are in the upper limit as intervals. Due to insufficient data, the values of office equipment, auditorium equipment, musical instruments, and physical education supplies are not included in the table.

When the values of these ten kinds of instructional

TABLE 61

PLANT: TOTAL VALUE OF TEN KINDS OF INSTRUCTIONAL
EQUIPMENT IN THE ACCREDITED SECONDARY SCHOOLS
FOR NEGROES

Range of Value	Number of Schools
Less than \$1,000	1
\$ 1,000 - \$ 1,000	4
2,000 - 2,999	2
3,000 - 3,999	7
4,000 - 4,999	5
5,000 - 5,999	4
6,000 - 8,999	17
9,000 - 11,999	19
12,000 - 14,999	3
15,000 - 19,999	7
20,000 - 24,999	7
25,000 - 29,999	7
30,000 - 49,999	5
50,000 or more	2

¹The school with the lesser amount teaches only one course in agriculture while the other school offers three courses in this subject.

equipment are combined by schools, the result is the distribution shown in Table 61. The range is from approximately \$900 up to \$61,000. The median school has an equipment-value of \$10,752.26.

When these equipment-values are reduced to school and pupil averages, it is revealed that the range is \$300 up to \$4,000 for the school-averages and 70¢ to \$9 for the pupil-averages. The highest figures represent investments in library equipment while the lowest ones refer to the value of maps and charts. The total average-value per school is \$11,062 and the total average-value per pupil is \$24.11. Table 62 shows these averages by schools

TABLE 62

PLANT: AVERAGE VALUE OF EQUIPMENT BY SCHOOLS AND BY PUPILS
IN THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Kind of Equipment	Number of Schools	Average Value	
		Per School	Per Pupil
Agriculture.....	26	\$ 502	\$ 1.30
Commercial.....	38	680	1.10
Home Economics.....	88	1,250	2.70
Library.....	90	4,000	9.00
Maps and charts.....	88	300	0.70
Manual Arts.....	73	1,400	3.12
General Science.....	57	500	1.05
Biology.....	77	790	1.78
Chemistry.....	79	700	1.45
Physics.....	61	940	1.90
Total.....		11,062	24.11

and by pupils.

Turning to the more general considerations of the school

plants, descriptive statements of appraisal are outlined. These statements are general in that they represent summaries of conditions found in two-thirds or more of the schools, and are primarily concerned with four aspects of the problem--(1) school sites or locations, (2) buildings, (3) equipment, (4) special services. In accord with previously adopted procedure, the adequate features will be dealt with first; these seem to be as follows:

A. School Sites

1. Most of the schools are so located that there are no serious obstructions that would prevent the necessary light and air.
2. Sites, on the whole, are free from traffic and transportation dangers.
3. Schools have accessibility to adequate fire protection facilities.
4. A majority of the schools are so located that they are within easy reach of the school population.
5. Approximately three-fourths of the schools have adequate space for future expansion.
6. More than two-thirds have sufficient play areas.
7. Well over half of the schools have appropriate trees, shrubs, and lawns.

B. The Buildings

1. Four-fifths of the schools are safe when measured in terms of stairways, fire escapes, corridors, and exits.
2. Most of the classrooms are so constructed and arranged that pupils are not obliged to face direct light continuously.
3. Practically all of the larger schools have ample provision for artificial light.

4. Two-thirds of the schools have the necessary heating facilities to maintain proper room temperature.
5. Most schools have adequate ventilating facilities.
6. Approximately four-fifths of the institutions have a sufficient number of sanitary drinking fountains which are easily accessible.
7. Lavatory and toilet facilities appear to be adequate in most cases.
8. The more recently constructed buildings have arrangements by which the community is encouraged to use the school as a "community center."
9. A few classrooms, in most schools, are larger and a few others smaller than the regular sized rooms.
10. The major portion of the floor space is devoted to instructional purposes.
11. Administrative offices are centrally located and are easily accessible.
12. Many of the newer buildings, and several others which have been either remodeled or well-kept, have a number of desirable aesthetic features. Such features include architectural design, color of walls, and attractive floors.
13. Rooms with the necessary built-in fixtures are provided for subjects such as chemistry, physics, and industrial arts.
14. Practically all large schools have adequate space for such special services as auditoriums, cafeteria, and physical education.
15. There are sufficient blackboards, bulletin boards, display cabinets, and electrical outlets to meet the needs of the educational programs.

16. A majority of the buildings reflect much evidence that they were carefully planned to effect maximum efficiency and economy.

C. Other Equipment

1. Most schools have the minimum equipment for maintaining general safety. These include: screens or guards on machinery, storage closets for dangerous chemicals, and fire extinguishers.
2. There is a centrally controlled signal system in a majority of the institutions.
3. Teachers are provided with the essential instructional materials.
4. Seating equipment appears to be comfortable and designed to encourage correct posture.
5. Public address systems and audio-visual facilities are provided in a majority of the larger schools.
6. Laboratories are relatively well equipped. In many cases the equipment does not reflect large expenditures, but it seems to meet the needs for which it was secured.

D. Special Services

Since a very few institutions are "boarding schools," there are not enough dormitories, dining rooms, and the like to warrant a general treatment. These special facilities are important factors to the extent that they contribute toward a realization of institutional objectives. Therefore, they were given proper consideration in the evaluation of the schools concerned.

Findings seem to indicate the following inadequacies of the school plants:

A. School Sites

1. A large number of the plants are located in close proximity

to railroads and factories. Notwithstanding the measures and facilities for safety, these schools are not free from disturbing noises, offensive odors, smoke and dust.

2. Several schools are situated in sections which are not socially and culturally wholesome. Many of them are adjacent to undesirable areas of the communities. A natural corollary is that pupils are obliged to pass through these unwholesome sections in coming to and going from school.

B. The Buildings

1. Twenty-six, or 28 per cent, of the schools are admittedly overcrowded. The rapid increase in the enrollment has not been paralleled by a corresponding expansion in the plant.
2. Many schools do not provide appropriate rest rooms for staff members.
3. A small percentage of the institutions have fireproof cabinets or vaults for storing permanent records.
4. Few schools have provisions by which certain parts of the building can be heated without heating other parts. This is uneconomical since the secondary schools are staging a variety of programs in the evenings.

C. Equipment

1. A majority of the institutions lack free transportation facilities for their pupils. In those schools where transportation is provided, the buses seem to be operated in accord with the general measures of safety and efficiency.
2. The equipment and supplies in several schools seem to be of a rather poor quality.
3. Too few schools have adequate equipment for the offices, auditoriums, and health activities.
4. Less than a fourth of the institutions have ample equip-

ment for the fine-arts.

The summary raw scores in this area--school plant--lie between 29 and 71, a difference of 42 points. The percentile equivalents range from 27 up to 76. Deviations reflect a wide spread in individual school scores. For example, deviations from the regional norm fall as low as -13 and go up to 36. The following table shows the scores, percentile equivalents, and deviations for the best, average, and poorest school in this area.

TABLE 63

PLANT: SCORES, PERCENTILE EQUIVALENTS, AND DEVIATIONS FOR THE BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percentile Equivalent	Deviations from Norms		
			Size	Control	Region
Best school (42MCPVL4).	71	76	16	28	36
Average for all schools	48	49	..	..	9
Poorest school (13SCPM4).....	29	27	-24	-21	-13

State comparisons.--A consideration of schools by states shows that average raw-scores range from 44 in Georgia to 55 in South Carolina. Percentile equivalents exhibit a still wider spread, from 42 to 57. All deviations from the regional norm are positive. Information that will make it possible to compare states is given in Table 64.

Comparisons on a basis of control.--The average raw-scores are approximately the same for the public and private institutions. Raw-score averages are 49 for the publicly controlled schools and 48 for those under private auspices, percentile equivalents are 49 for both groups. Deviations from the regional norm

TABLE 64

PLANT: STATE-AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	General Average	State Average	Area Average
Alabama.....	9	46	45	5	1	1	2
Florida.....	3	48	49	9	3	-1	0
Georgia.....	11	44	42	2	-1	0	-4
Kentucky.....	10	46	45	5	1	2	-2
Louisiana.....	4	48	49	9	3	4	0
Mississippi...	3	53	56	16	8	9	5
North Carolina	20	47	46	6	2	2	-1
South Carolina	5	55	57	17	10	7	7
Tennessee.....	5	51	53	13	6	8	3
Texas.....	12	54	56	16	9	9	6
Virginia.....	11	54	56	16	9	9	6

are 9 for both the public and private; control deviations are 1 for the former group and -13 for the private schools.

Comparisons on a basis of organization.---Four-year schools score slightly higher than the six-year group, especially when the focus is on percentiles. Raw-score averages are 48 for four-year institutions and 47 for the six-year schools. Deviations from the regional norm are 9 for the four-year group, this is identical to the area deviation. The six-year average is also positive but three points lower--a deviation of 6.

Comparisons on a basis of size.---Average raw-scores range from 45 in the case of small and medium schools to 62 for the very large institutions. Deviations from the regional norm are all

positive, from 4 up to 26. The following table gives the necessary data for making comparisons on a basis of size.

TABLE 65

PLANT: AVERAGES, PERCENTILES EQUIVALENTS, AND DEVIATIONS
FOR SCHOOLS ON A BASIS OF SIZE

Size-Groups	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	Size Norm	General Average	Area Average
Small (under 200).....	32	45	44	4	0	0	- 3
Medium (200- 499).....	31	45	44	4	-7	0	- 3
Large (500- 999).....	20	52	55	15	1	7	4
Very large (over 1,000).	10	62	66	26	6	17	14

Comparisons on a basis of size of community served.--

Schools located in large cities score considerably higher than others in the area under discussion. Those located in small communities or cities have the lowest raw-score average; schools in towns are only one point above. Percentile equivalents lie between 42 and 59. All deviations from the regional norm are positive, ranging from 2 up to 19. The following table shows the results when schools are grouped according to the size of the communities in which they are located.

TABLE 66

PLANT: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	Gen- eral Aver- age	Comm- nity Size Aver- age	Area Aver- age
Rural (less than 2,500).....	12	50	51	11	5	6	2
Town (2,500- 14,999).....	22	45	44	4	0	2	-3
Small city (15,000-49,999)	23	44	42	2	- 1	0	-4
Medium city (50,000-99,999)	18	49	49	9	4	2	1
Large city (over 100,000).....	18	57	59	19	12	11	9

CHAPTER XIII

ADMINISTRATION

Although scientific school administration is a recent development, its importance has risen to the level that it is considered essential to the efficiency of an educational program. Persons trained in educational administration are assuming places and positions of leadership at an ever increasing rate. Perhaps one of the best definitions of the term has been given by Fayol, who said "to administer means to plan, to organize, to command, to coordinate, and to control."¹ Gulick suggests seven major functions of organization and administration, symbolized by the word Posdcorb: "Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting."² Educators define administration in terms of its educational implications; these definitions or concepts proposed by educational authorities include those elements of function, to a more or less degree, which are cited above. In analyzing the definitions given by such authorities as Cubberley,³ Reavis,⁴ Koos,⁵ and Moehlman,⁶ it is observed

¹Luther Gulick, et al. Papers on the Science of Administration, pp. 102 f. New York: Institute of Public Administration, Columbia University, 1937.

²Luther Gulick, "Notes on the Theory of Organization," Paper on the Science of Management, p. 13. Edited by Gulick and Urwick. New York, 1937.

³Ellwood P. Cubberley, Public School Administration, rev. ed., p. 685. Boston: Houghton-Mifflin Co., 1929.

⁴William C. Reavis and Charles H. Judd, The Teacher and Educational Administration, p. 9. Boston: Houghton-Mifflin Co., 1942.

⁵L. V. Koos, et al., Administering the Secondary School, p. 5. New York: American Book Co., 1940.

⁶Arthur B. Moehlman, School Administration, p. 157. Boston: Houghton-Mifflin Co., 1940.

that administration involves such broad functions as supervision, co-ordination, reporting, planning, and budgeting.

The evaluative criteria employed in the present study are based upon the concept of administration which is reflected in the following excerpts from the Co-operative Study of Secondary School Standards.

Administration is necessary in order to coordinate the educational program, the staff, and the school plant, and to make them all operate effectively for the development of pupils. Responsibility for the administration of schools is usually entrusted to some type of board of control. . . . The board of control should delegate administrative functions and authority to an individual qualified for the work. The board should retain the determination of general policies and some judicial functions. The administrative head is, then, the chief executive officer of the board of control. . . . This [refers to duties of the superintendent of schools] should require organization of resources, both material and personal; delegation of duties and authority; and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned. . . . Whatever is educationally desirable and attainable should be made available and effective through able administration. The administrative head of the school should share with the controlling board responsibility for establishing and maintaining desirable relations with the school's public. . . .¹

Several references are made to the provisions or practices of administration in the Southern Association Standards; most of these references have been cited--the length of the school year, time allotments for subject-matter fields, teacher-load, and the like. The following standard is quoted because it bears directly upon the area of administration:

. . . . Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.²

¹Evaluative Criteria, op. cit., p. 131.

²Standards for Secondary Schools, op. cit., p. 5.

Administration in the accredited secondary schools for Negroes.--Each school was investigated and evaluated from four aspects: (1) qualifications of the principal, (2) organization, (3) supervision, (4) community relations.

Eighty-nine, or 96 per cent, of the principals have Bachelor's degrees; 58, or 65 per cent, hold the Master's degree; six of them hold other advanced degrees. Principals received their undergraduate degrees much earlier than their teachers; 60 per cent of the teachers graduated from college since 1930 as compared to 30 per cent of the principals. Graduation dates for principals and teachers are shown in Table 67.

TABLE 67

ADMINISTRATION: GRADUATION DATES OF PRINCIPALS AND TEACHERS
IN ACCREDITED SECONDARY SCHOOLS FOR NEGROES,
SHOWN IN PERCENTAGES

	Number	Before 1900	1900- 1920	1920- 1930	1930- 1940	Since 1940
Principals.....	89	2	24	43	28	2
Teachers.....	1,571	1	8	30	40	20

Excepting three principals in parochial schools who donate their services, the annual salaries of principals ranged from \$720 to \$3,950. Fifty, or 57 per cent, received salaries between \$1,000 and \$2,000. The average was \$1,980 as compared to \$1,056 for teachers. Two principals received salaries of \$3,950; one in Kentucky and the other in Virginia. All others received annual salaries of \$720 to \$3,200. Such factors as size of school, type of community, and training of the principal seem to be highly significant in regard to the amount of salary received; as a whole, principals, of large schools, with a high degree of

training and experience received the highest salaries.

Principals teach in 35 of the 93 schools, which reduces the amount of time available for administrative work. These principals teach from one to six periods daily; the average for 1942 was 10.1 periods per week. Twenty-nine schools have assistant principals who give most of their time to teaching. In other words, the assistant principals in the accredited secondary schools for Negroes are teachers rather than administrators.

All of the schools operate under central boards of control. In the case of public schools these boards of control are the boards of education, and for the private schools they are various types of church boards or committees. Most of the boards of education are local organizations either of the county or city type. A few state boards of education have rather broad control over the schools; North Carolina is an example of this practice. On the other hand most of the states have delegated wide power to the county and city boards. Florida represents a semi-local approach in that the counties are the units of central control. The superintendent is the chief executive officer in all public schools and a few of the private institutions have a comparable officer or executive who represents the central board of control. In general, the flow of administrative authority is from the central board of control to the executive officer or superintendent to the principal and then to the school. The exceptions are those public schools located on college campuses in which the principals are responsible to the boards of education and to the college presidents.

The most satisfactory practices and provisions of administration were found to be as follows:

A. Qualifications of the principals

1. The evidence seems to indicate that most principals have had broad, general education and extensive professional preparation. If, however, the professional training is weighted in terms of courses in educational administration and supervision, then the level of professional qualifications is considerably reduced.
2. A large number of the principals have had successful administrative experience prior to assuming their present positions. This is indicated by the fact that a goodly number of them were transferred or promoted from smaller schools.
3. The majority of the principals have either taught for a number of years or are now teaching.
4. Most of the principals seem to possess a well formulated philosophy which has its roots in the nature and needs of the school community and its school population.

B. Organization

1. In most situations the central boards of control have reduced to writing their major rules and regulations regarding general policies, organization, and administrative procedures. These are usually in the form of by-laws.
2. Boards of education function only when in official session; at other times the members have no authority in school matters, except, of course, when they are specifically authorized by the boards.
3. The superintendent is the administrative head of the school system. Executive authority and power are delegated to him by the board of education. He in turn delegates wide authority and responsibility to the individual principals.

4. The principal is the delegated and responsible head of the school. He, too, has authority to delegate authority and responsibility.
5. The organizational pattern provides for the subordination of all activities to the educational or instructional function.

C. Supervision

1. The supervisory procedures of the superintendents include such activities as: defining the objectives of instruction in the several subject-fields, appraising and improving courses of studies, providing the necessary materials and equipment, and improving classroom techniques through bulletins and the like.
2. Most of the teachers seem to have a clear understanding of the nature and function of supervision.
3. The aims of supervision most frequently mentioned by the schools are: (1) effort to clarify the school's philosophy, (2) to formulate clear statements of objectives, (3) to understand and appreciate pupil and community needs, (4) appropriate courses of studies, (5) improvement of classroom procedures.
4. Business management is under the supervision of the chief administrator; in the central office the business functions are under the supervision of the superintendent, while in the schools they are supervised by the principals.
5. The persons responsible for business management in the schools perform such functions as: supervising the special services--cafeterias, dining halls, school stores; care of and the accounting of all school property; receiving and distributing supplies; keeping financial records and inven-

tories.

6. Principals play an important role in supervising budget expenditures.

D. Community relations

1. The community and especially the parents are constantly being furnished with significant types of information: (1) the aims and objectives of the school; (2) the curricular offerings; (3) the library services; (4) rules and regulations regarding attendance, home study, and interpretation of reports; (5) financial needs of the institution.
2. The community is encouraged to call upon the school for assistance in those activities designed to bring about general improvement.
3. A large number of the schools conduct defense classes, pre-induction training, and adult evening schools. In such schools attempts are made to satisfy the war-time needs of the community.
4. Most of the institutions have regularly scheduled programs of various kinds which are open to the public free of charge. These include such as: Negro History week programs; Negro Health week activities; Commencement programs.
5. Practically all schools maintain a co-operating connection with one or more of the following organizations: The Association for the Study of Negro Life and History; the National Association for the Advancement of Colored People; Urban League; Y.M.C.A.; Y.W.C.A.; The National Negro Business League.
6. Close co-operation between the school and the church is fostered.
7. In most communities principals establish and maintain cor-

dial relations with the local newspapers.

Administrative practices and provisions seem to be inadequate in the following respects:

A. Qualifications of the principals

1. Principals do not have an understanding of the major techniques of evaluation in secondary education. Sixty-two per cent state that they know little or nothing about the Co-operative Study of Secondary School Standards.
2. Notwithstanding the fact that most principals have had extensive professional training, a relatively few of them have had an adequate number of courses in administration and supervision. This is especially true in the case of the small and medium sized schools.

B. Organization

1. In too few schools are the principals provided with a sufficient number of professional assistants.
2. Some principals are accountable to more than one person for the same functions. This refers mainly to those "public" schools located on college campuses.
3. In only a few schools do teachers participate in the administration of the school beyond minor or routine matters.
4. Pupils have little or no voice in setting up the rules and regulations by which they are expected to abide.
5. Most of the schools are so organized that the principals devote too much time to routine matters rather than to the more important professional duties.
6. Approximately two-thirds of the institutions have elementary grades in the same building with the secondary school pupils. Both groups use much of the same equipment; and many participate in some extra-class activities together.

7. The home-economics departments or the health services have some responsibility for the cafeterias in less than a third of the schools.

C. Supervision

1. Classroom instruction receives relatively little supervision.
2. Few schools have provision for the in-service training of teachers. Most of the schools do little beyond the orientation of beginning or "new" teachers.

D. Community relations

1. Less than a fourth of the institutions have provided facilities for the social activities of the community.
2. A very limited number of public forums are sponsored by the schools.
3. In only a few communities are the schools taking the initiative to co-ordinate all local efforts designed to promote the welfare of youth.

A consideration of the summary scores of the ninety-three schools in the area of administration reveals that there are wide differences among the institutions relative to their administrative provisions and practices. Summary raw-scores fall between 31 and 69, a difference of 38 points; percentile equivalents lie between 23 and 79, a difference of 56 points. Deviations from the regional norm range from 42 down to -14, a range in deviations of 56 points. The following table gives the raw-score averages, percentile equivalents, and deviations for the best and poorest school, and the average for all schools in administration.

TABLE 68

ADMINISTRATION: SCORES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
FOR THE BEST AND POOREST SCHOOLS, AND THE AVERAGE FOR ALL
ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Schools	Raw Score	Percentile Equivalent	Deviations from Norms		
			Size	Control	Region
Best school (49MCPL4)	69	79	24	32	42
Average for all schools.....	43	38	..	..	1
Poorest school (39RPrS4).....	31	23	-19	-41	-14

State comparisons.--When schools are considered on a state basis it is found that average raw-scores range from 33 in Mississippi up to 49 in the Carolinas. Percentile equivalents lie between 23 and 45; deviations from the regional norm range from 8 down to -14. Table 69 gives the necessary data for a comparison of each state with the others in the area of administration.

Comparisons on a basis of control.--The public schools score higher than those under private auspices in the area of administration. The average raw-scores are 43 for the former group as compared to 40 for the private group; percentile equivalents are 38 and 34 respectively. Deviations from the control norms are -9 for the public schools and -30 for the private group; deviations from the regional norm are 1 for the former and -3 for the latter. Both groups fall slightly below the general-average.

Comparisons on a basis of organization.--The four-year schools have an average raw-score of 44 compared with 41 for the six-year group. Percentile equivalents are 40 and 36, respectively. Therefore, the four-year schools exceed the regional

TABLE 69

ADMINISTRATION: STATE-AVERAGES, PERCENTILE EQUIVALENTS,
AND DEVIATIONS

States	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	General Average	State Average	Area Average
Alabama	9	41	36	- 1	- 4	- 4	- 2
Florida.....	3	43	38	1	- 2	- 4	0
Georgia.....	11	41	36	- 1	- 4	- 3	- 2
Kentucky.....	10	37	30	- 7	- 8	- 7	- 6
Louisiana.....	4	38	31	- 6	- 7	- 6	- 5
Mississippi...	3	33	23	-14	-12	-11	-10
North Carolina	20	49	45	8	4	4	6
South Carolina	5	49	45	8	4	1	6
Tennessee.....	5	38	31	- 6	- 7	- 5	- 5
Texas.....	12	45	42	5	0	0	2
Virginia.....	11	45	42	5	0	0	2

norm by 3 points while the six-year group is 1 point below the norm. Both groups score less in administration than they do when averages are combined for the nine areas.

Comparisons on a basis of size.--The raw score-averages range from 38 for small schools up to 48 for large schools. Deviations from size norms are from -11 down to -21; deviations from the regional norm are from 7, in the case of large schools, down to -6, for small schools. The table which follows shows the scores, percentile equivalents, and deviations for the four size-groups.

TABLE 70

ADMINISTRATION: AVERAGES, PERCENTILE EQUIVALENTS, AND
DEVIATIONS FOR SCHOOLS ON A BASIS OF SIZE

Size-Groups	Number of Schools	Scores		Deviations			
		Raw Score	Per cent- ile	Re- gional Norm	Size Norm	General Average	Area Average
Small (under 200).....	32	38	31	-6	-11	-7	-5
Medium (200- 499).....	31	43	38	1	-13	-2	0
Large (500- 999).....	20	48	44	7	-11	3	5
Very large (over 1,000).	10	46	43	6	-21	1	3

Comparisons on a basis of size of community served.--

When the institutions are grouped according to the sizes of the communities in which they are located, it is found that those located in rural areas and in towns score lower than the schools in larger communities. The highest raw-score average is attained by the group located in cities with populations between 50,000 and 100,000. Percentile equivalents are from 32 up to 43; in the matter of deviations from the regional norm, the range is 6 down to -5. Table 71 gives the results obtained when the schools are grouped as classified on a basis of size of community served. Deviations from the regional norm and from the three kinds of averages are also shown.

TABLE 71

ADMINISTRATION: AVERAGES, PERCENTILE EQUIVALENTS, AND DEVIATIONS
BASED ON THE SIZE OF COMMUNITY SERVED

Community Size	Number of Schools	Scores		Deviations			
		Raw Score	Per- cent- ile	Re- gional Norm	Gen- eral Aver- age	Comm- unity Size Aver- age	Area Aver- age
Rural (less than 2,500.....	12	39	32	-5	-6	-5	-4
Town (2,500- 14,999).....	22	39	32	-5	-6	-4	-4
Small city (15,000-49,999)	23	45	42	5	0	-1	2
Medium city (50,000-99,999)	18	46	43	6	1	-1	3
Large city (over 100,000).....	18	45	42	5	0	-1	2

It has been the purpose of this section to give the significant findings and the evaluations in the nine areas being investigated as determined by the Co-operative Study of Secondary School Standards. These areas are: curriculum, pupil activities, literary, guidance, instruction, outcomes, the staff, the plant, and administration. Following the procedure of the previous chapter, data were presented in such a way that certain comparisons were made possible. The ninety-three accredited secondary schools for Negroes were classified into groups on the bases of location, control, organization, and size. The major interest, however, of the present study is "total-group" consideration.

The concluding section, which follows, will present a general summary, significant conclusions, and the implications drawn from the study.

PART IV

SUMMARY

CHAPTER XIV

SUMMARY OF FINDINGS AND CONCLUSIONS

This study has sought to evaluate the ninety-three high schools for Negroes, accredited by the Southern Association of Colleges and Secondary Schools, by using the Evaluative Criteria developed by the Co-operative Study of Secondary School Standards. The principal sources of data have been: (1) reports of the individual schools to the Southern Association; (2) questionnaires; (3) visits to twenty-two schools and sixteen colleges; (4) correspondence; (5) more than five hundred collected items or specimens such as copies of school philosophies and objectives, courses of studies, examinations, test scores, minutes of meetings, school papers, report forms, assembly programs, guidance records, and many others. A complete list of the institutions which have been evaluated will be found in Appendix A along with other data which include enrollments, control, organization, and community populations by races. Appendix B contains copies of the Southern Association blanks and other forms used in the study.

The first part outlined the problem and method of the study which included a brief historical background; a discussion of the problem and its purposes, limitations, assumptions, and sources of data; the influences of accrediting agencies; an explanation of the Co-operative Study Criteria; and a digest of major related studies. Part II, "The Socio-economic Setting of Schools for Negroes," presented pertinent data relative to population characteristics, employment factors, school funds, pupils,

philosophies, and objectives of the accredited secondary schools for Negroes. Part III gave the findings which resulted from evaluations of the educational programs--curriculum, pupil activities, library, guidance, instruction, outcomes, staff, plant, and administration. Comparisons were made on the bases of states, control, organization, size or enrollment, and size of community served.

No attempt will be made in this concluding part to summarize the many findings reported in the study since the foregoing chapters and parts were organized in a way to perform that function. Instead, an over-all description will be given in an effort to integrate the major findings; to list the significant conclusions; to point out a few possible causal factors for certain high and low scores; and to suggest the apparent implications for the schools, for the Southern Association of Colleges and Secondary Schools, and for further research in the field.

Availability of Accredited Secondary Schools to Negroes and to Whites

There were approximately thirteen times as many high schools accredited by the Southern Association for white youth as there were for Negroes in 1942. The averages were 110 per state for whites as compared to 8.5 for Negroes; the schools for Negroes are slightly larger than those for whites. Negroes constitute 26.3 per cent of the population in the region of the Southern Association. Table 72 lists the number of schools, teachers, enrollments, and the state and school averages by races. As shown in the table, the state-average enrollment for whites in these schools is nearly thirteen times the total for Negroes.

TABLE 72

HIGH SCHOOLS FOR WHITES AND FOR NEGROES ACCREDITED BY THE
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS IN 1942*

States	White			Negro		
	Number of Schools	Teach- ers	Enroll- ment	Number of Schools	Teach- ers	En- roll- ment
Alabama.....	67	1,498	35,640	9	84	1,564
Florida.....	122	2,447	55,299	3	84	2,278
Georgia.....	129	1,925	45,036	11	164	4,128
Kentucky.....	129	2,048	44,432	10	157	3,377
Louisiana.....	135	2,174	48,583	4	52	1,020
Mississippi...	82	1,116	23,100	3	25	271
North Carolina	56	1,225	29,474	20	373	9,793
South Carolina	51	1,111	26,163	5	101	1,911
Tennessee.....	96	1,796	39,673	5	97	2,363
Texas.....	262	5,811	129,933	12	296	8,040
Virginia.....	82	1,902	40,357	11	235	6,106
Total.....	1,211	23,053	517,690	93	1,648	40,851
State aver- age.....	110	2,096	47,063	8	150	3,714
School aver- age.....	.....	19	427	..	18	439

*Southern Association Quarterly, VI, No. 1 (February, 1942), 13-49. Southern Association of Colleges and Secondary Schools, Duke University, Durham, North Carolina.

Summary of Scores and Percentile Ranks

The raw score of each school in the nine areas evaluated was obtained by combining the results of several independent but related appraisals. For example, the score of a school in the area of the curriculum represents the individual evaluations of the general principles functioning in the school, provisions for curriculum development, amount of offerings, and evaluations of each of the subject-matter fields offered in the school. Before the final score was assigned in each of these phases of the area, consideration had to be made in terms of the expressed philosophy and objectives of the institution. The following table gives

TABLE 73

TOTAL GROUP-AVERAGES, EQUIVALENT PERCENTILES, AND AREA RANK
FOR THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Areas	Average Raw-Score	Equivalent Percentile	Rank
Curriculum.....	42	41	6
Pupil activities.....	43	42	5
Library.....	55	64	1
Guidance.....	33	30	9
Instruction.....	46	44	4
Outcomes.....	43	39	7
Staff.....	49	45	3
Plant.....	48	49	2
Administration.....	43	38	8

the total group-averages and the rank order of each of the nine areas. Since the schools reflected numerous patterns and differences, this table can be regarded only as an approximation. It can be easily observed from the data presented in Table 73 that the schools score considerably higher in some areas than in others. The evidence seems to be clear that the library services are relatively the best feature of the institutions and the guidance programs represent the most outstanding inadequacy.

The percentile scale developed by the Co-operative Study makes provision for a word description of the level of excellency implied in institutional scores: percentiles from 0 to 10--very

TABLE 74

DISTRIBUTION OF ACCREDITED SECONDARY SCHOOLS FOR NEGROES
ACCORDING TO PERCENTILES ATTAINED

Areas	Very Inferior 0-10	Inferior 10-30	Lower Average 30-50	Upper Average* 50-70	Superior 70-90	Very Superior 90-100
Curriculum	..	17	64	12	..	..
Pupil ac- tivities.	..	12	61	16	4	..
Library...	..	3	28	26	36	..
Guidance..	..	53	36	4	..	..
Instruc- tion.....	..	15	46	31	1	..
Outcomes..	..	21	54	16	2	..
Staff.....	..	11	35	37	10	..
Plant.....	..	6	47	35	5	..
Adminis- tration..	..	35	40	13	5	..

*In the Evaluative Criteria "average" includes all schools between the 30th and 70th percentiles.

inferior; 10 to 30--inferior; 30 to 70--average; 70 to 90--superior; 90 to 100--very superior.¹ When the schools are classified according to the percentiles attained in each of the nine areas, it is revealed that no school is lower than the tenth percentile and no school surpassed the ninetieth percentile; some schools, not necessarily the same ones, are in the "inferior" category of each area while a comparatively few are in the "superior" category of only seven areas. Table 74 gives the distribution of the schools according to attained percentiles.

Group Comparisons

Although the primary concern of the study has been total-group consideration, an effort has been made throughout to determine the influence, if any, of such factors as control, organization, size, and size of community served.

Control.--Seventy-two, or 77 per cent, of the schools are publicly controlled; in this group are found the municipal schools, county training schools, and a number of institutions affiliated with institutions of higher learning. In other words, not all of the public schools are "public" in the sense that they represent truly local efforts. The institutions under private auspices are much smaller than the public schools; the average size for the former group is 155 as compared to 522 for the latter group. In general, the evidence seems to indicate that there is no significant difference in the levels of excellency of the two groups of schools. The shade of difference, however, is in favor of the private schools; they have a total average-score of one point above the public group, and their averages in five of the nine

¹How to Evaluate a Secondary School, 1940 edition, p. 95. Washington: The Co-operative Study of Secondary School Standards, 1939.

areas are slightly higher. The public schools excelled in pupil activities, library, guidance, plant, and administration; the private group in curriculum, instruction, outcomes, and staff.

Organization.--Although five types of organization are found in the ninety-three schools, the comparisons are limited to the four-year and six-year schools since the numbers of other types are too small to warrant consideration. The six-year institutions attained a higher general-average than the four-year group and excelled in six of the nine areas--curriculum, library, guidance, instruction, outcomes, and staff. The four-year schools surpassed the former group in the areas of plant and administration. Both groups had identical average-scores in pupil activities.

Size.--As a whole, the average scores are progressively

TABLE 75

RAW-SCORE AVERAGES AND EQUIVALENT PERCENTILES IN THE NINE AREAS EVALUATED ON A BASIS OF SIZE

Areas	Under 200		200-499		500-999		Over 1,000	
	Raw Score	Per cent-ile	Raw Score	Per cent-ile	Raw Score	Per cent-ile	Raw Score	Per cent-ile
Curriculum....	40	37	41	39	44	45	42	41
Pupil activities.....	39	36	43	42	49	48	46	46
Library.....	51	56	53	59	61	71	63	73
Guidance.....	31	27	32	28	35	33	35	33
Instruction...	46	44	46	44	46	44	45	41
Outcomes.....	45	41	43	39	43	39	39	32
Staff.....	49	45	49	45	49	45	51	51
Plant.....	45	44	45	44	52	55	62	66
Administration	38	31	43	38	48	44	46	43
Total average	42	..	44	..	47	..	48	..

higher in direct proportion to the size of enrollment--small schools have the lowest average and very large schools the highest. Table 75 gives the necessary data for a comparison of the various size-groups.

Size of community served.--Schools located in cities of 50,000 to 100,000 excelled those in the four other community-size groups; schools located in towns of 2,500 to 15,000 scored the lowest. The total area-averages ranged from 43 to 47. The greatest differences in area-averages were in pupil activities and in library services; the range for the former was from the 36th percentile for schools located in rural communities to the 47th percentile for institutions located in cities with populations over 100,000. In the case of the library services, the range was from the 58th percentile for institutions in communities of 2,500 to 50,000 to the 71st percentile for schools located in cities of 50,000 to 100,000. Differences in other areas are too small to be considered significant.

State comparisons.--The total averages for the eleven states range from 43 in Tennessee to 48 in South Carolina. The former state had the highest averages in outcomes and plant and tied for first place in the curriculum and administration. Tennessee had the lowest averages in library services, outcomes, and staff. Perhaps the best approach to state comparisons is to look at the ranks of the states in each of the nine areas evaluated--the table which follows attempts to make such comparisons possible.

Comparisons with regional norms.--In order to compare the average scores of the accredited secondary schools for Negroes with those of the six regional associations, the norms were converted into weighted score averages. This was done by employing

TABLE 76

STATE RANKS IN THE NINE AREAS EVALUATED OF THE ACCREDITED
SECONDARY SCHOOLS FOR NEGROES

States	Number of Schools	Curric- ulum	Pupil Activ- ities	Li- brary	Guid- ance	In- struc- tion	Out- comes	Staff	Plant	Ad- minis- tration	Total Average	Rank*
Alabama.....	9	6.5	7.2	4.5	8.0	1.0	2.0	2.5	9.5	6.5	45	3
Florida.....	3	1.5	3.5	2.0	1.0	2.0	10.0	1.0	6.5	5.0	47	2
Georgia.....	11	3.5	7.2	9.5	8.0	9.0	3.0	2.5	11.0	6.5	44	8
Kentucky.....	10	6.5	11.0	2.0	4.0	6.0	5.0	10.0	9.5	10.0	44	8
Louisiana.....	4	6.5	7.2	7.0	5.5	7.0	5.0	7.5	6.5	8.5	44	10
Mississippi...	3	6.5	7.2	7.0	11.0	3.0	7.0	5.0	3.0	11.0	44	8
North Carolina	20	9.5	7.2	7.0	2.0	4.0	8.5	5.0	8.0	1.5	45	4
South Carolina	5	1.5	3.5	9.5	3.0	4.0	1.0	5.0	1.0	1.5	48	1
Tennessee.....	5	3.5	1.5	11.0	8.0	10.5	11.0	11.0	5.0	8.5	43	11
Texas.....	12	11.0	1.5	4.5	5.5	10.5	8.5	9.0	3.0	3.5	45	6
Virginia.....	11	9.5	7.2	2.0	10.0	7.5	5.0	7.5	3.0	3.5	45	5

*Ranks are determined by adding the average raw-scores for each state in nine areas. Kentucky and Louisiana have the same total average of 44 but their ranks are different because the former state attained a higher total of average raw-scores--Kentucky, 394 and Louisiana, 392. Totals of average raw-scores ranged from 428 in South Carolina down to 384 in Tennessee, out of a possible 900.

the "Summary Conversion Table"¹ which made it possible to equate all scores in the nine areas. Norms have the following ranges: (1) Curriculum, from 41 in Southern Association to 65 in New England Association; (2) Pupil Activities, 38 in Southern Association to 67 in Middle States Association; (3) Library, 38 in New England Association to 67 in Middle States Association; (4) Guidance, 36 in Southern Association to 66 in Western Association; (5) Instruction, 41 in Southern Association to 65 in New England Association; (6) Outcomes, 43 in Southern Association to 64 in Middle States Association; (7) Staff, 34 in Southern Association to 69 in Western Association (8) Plant, 40 in Southern Association to 67 in Western Association; (9) Administration, 37 in Southern Association to 66 in Western Association. It will be observed that the Southern Association norms are the lowest in all areas except Library; norms in the Western Association, California, are the highest in four areas. Table 77 lists the averages and equivalent percentiles for the six regional associations and the same for the accredited secondary schools for Negroes. The averages and equivalent percentiles for the schools in the present study are lower than the lowest in the regional associations in only two areas--guidance and outcomes. None of the averages for the accredited schools for Negroes are as high as the highest averages among the regional associations.

Perhaps a further comparison should be made if the schools are to be tested by the average level of excellency of all institutions which participated in the Co-operative Study. Since the national norms are the 50th percentile points in the nine areas, the Summary Conversion Table was again used to translate these

¹Evaluative Criteria, 1940 edition, pp. 165-75. Washington: The Co-operative Study of Secondary School Standards, 1939.

TABLE 77

AVERAGE SCORES AND EQUIVALENT PERCENTILES FOR THE REGIONS OF THE SIX ASSOCIATIONS OF COLLEGES
AND SECONDARY SCHOOLS AND FOR THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Regional Associations	Cur- ricu- lum		Pupil Activ- ities		Li- brary		Guid- ance		In struc- tion		Out- comes		Staff		Plant		Admin- istra- tion	
	Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile
New England.....	57	65	51	54	43	38	55	59	55	65	56	59	48	44	56	53	53	53
Middle States.....	50	54	58	67	56	67	61	65	52	56	58	64	56	67	57	59	57	61
North Central.....	48	50	49	48	48	49	50	50	49	50	48	48	52	53	49	49	52	51
Southern.....	42	41	40	38	47	47	37	36	45	41	46	43	44	34	43	40	42	37
Northwest.....	47	48	52	57	50	52	47	47	47	46	46	43	50	48	49	49	51	49
Western.....	52	56	54	59	49	51	61	66	51	54	56	60	57	69	63	67	61	66
Accredited secondary schools for Negroes...	42	41	43	42	55	64	33	30	46	44	43	39	49	45	48	49	43	38

points into average scores. This makes it possible to compare the accredited secondary schools for Negroes with the 200¹ schools in the Co-operative Study. The following table presents the averages for the 200 schools in the Co-operative Study and the 93 schools in the present study, and the average deviations from

TABLE 78

AVERAGE SCORES AND PERCENTILES FOR THE 200 SCHOOLS IN THE CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS AND FOR THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Areas	Co-operative Study Schools		Accredited Schools for Negroes		Deviations	
	Average Score	Per-cent-ile	Average Score	Per-cent-ile	4 from 2	5 from 3
1	2	3	4	5	6	7
Curriculum.....	48	50	42	41	-6	-9
Pupil activities.	50	50	43	42	-7	-8
Library.....	49	50	55	64	6	14
Guidance.....	50	50	33	30	-17	-20
Instruction.....	49	50	46	44	-3	-6
Outcomes.....	50	50	43	39	-7	-11
Staff.....	51	50	49	45	-2	-5
Plant.....	50	50	48	49	-2	-1
Administration...	52	50	43	38	-9	-12

both the raw-score average and the percentile. All deviations of averages, of the accredited secondary schools for Negroes, from the Co-operative Study averages are negative except in the library area. When it is considered that 25, or 12.5 per cent, of the

¹Co-operative Study norms are based upon evaluations of these schools.

Co-operative Study schools were non-accredited and that the norms are based upon data secured in 1936-1937,¹ the showing made by the accredited schools for Negroes is not comparable; from this point of view, the level of excellency, attained by the schools in the present study, is relatively low.

Schools affiliated with colleges and universities.--Twenty-three of the 93 schools in the present study have connections with institutions of higher learning which permit them to utilize certain facilities and personnel. The advantages of these affiliations are reflected in the scores attained by the schools in the areas of library, instruction, outcomes, and staff since they are quite higher for those institutions with college or university connection. The following table gives the averages and equivalent percentiles for affiliated schools and for the seventy other schools. Only four areas are included because differences between scores of the two groups in other areas are insignificant.

TABLE 79

COMPARISON OF AVERAGE-SCORES AND EQUIVALENT PERCENTILES IN FOUR AREAS FOR SCHOOLS AFFILIATED WITH INSTITUTIONS OF HIGHER LEARNING AND OTHER SCHOOLS

Groups	Number of Schools	Library		Instruction		Outcomes		Staff	
		Average	Percentile	Average	Percentile	Average	Percentile	Average	Percentile
Schools connected with colleges or universities	23	59	69	54	58	48	47	53	56
All other schools	70	50	53	43	37	41	35	47	40

¹How to Evaluate a Secondary School, op. cit., pp. 4 f.

Validation

North Carolina is the only state, known to the investigator, that has provided for the evaluation of high schools for Negroes in the region of the Southern Association. By 1942 nine of the accredited schools for Negroes in North Carolina had been evaluated by the Committee appointed by the State Director of Instructional Services.¹ Notwithstanding the fact that the nine schools are in one state, it is believed that the findings of these two independent investigations for 1942 validate the present

TABLE 80

AVERAGE SCORES AND EQUIVALENT PERCENTILES OBTAINED FROM TWO INDEPENDENT INVESTIGATIONS OF NINE ACCREDITED SECONDARY SCHOOLS FOR NEGROES IN NORTH CAROLINA, 1942

Areas	North Carolina Committee		Present Study		Deviations	
	Average	Percentile	Average	Percentile	Average	Percentile
1	2	3	4	5	6	7
Curriculum.....	39	35	39	35	0	0
Pupil activities	47	47	49	48	2	1
Library.....	51	55	52	57	1	2
Guidance.....	43	43	41	41	-2	-2
Instruction.....	48	49	48	49	0	0
Outcomes.....	41	35	42	36	1	1
Staff.....	50	48	51	51	1	3
Plant.....	43	40	45	44	2	4
Administration..	61	67	57	61	-4	-6

¹The Committee consisted of nine persons and included 3 principals, 3 college professors, 2 college deans, a teacher of home economics, and a college librarian.

study. There is absolute agreement in two areas--curriculum and instruction--and the deviations are from 4 to -6 in the remaining seven areas. Average scores, percentiles, and deviations are shown in Table 80.

Conclusions

Subsequent to the recapitulation of the major findings, attention is now turned to a brief statement of the principal conclusions drawn from the study. The wide diversity in levels and patterns of excellency on the part of the schools makes it illogical to attempt a formulation of a set of generalizations. But the evidence seems to support the following conclusions regarding the ninety-three high schools for Negroes accredited by the Southern Association of Colleges and Secondary Schools:

1. The most satisfactory features of the schools are the library services, the staffs, and instructional procedures.
2. The major weaknesses in these schools are the guidance functions, outcomes of the educational programs, administrative practices, and curriculums.
3. Institutions within a given state exhibit much similarity in their patterns of excellency. All public schools and most private institutions operate within a framework of state laws, state adopted textbooks, certification standards for teachers, and required curriculum offerings.
4. Few schools are consistent in their area scores; most of them score high in some areas and considerably lower in others.
5. No practice of major educational significance appears to be unique or peculiar to any one institution. However, there are many indications of greater or less intensity concerning certain significant undertakings.

6. Control does not seem to be an important factor in determining the excellency of a school's program.

7. Six-year schools score higher than the four-year group in six of the nine areas.

8. Size of enrollment is an important factor in determining the degree of efficiency of educational programs; scores increase as the size of the enrollment increases.

9. Schools located in medium-sized cities, 50,000 to 100,000, score higher than those in other community-size groups.

10. Schools connected with institutions of higher learning score considerably higher than the others in four of the nine areas--library, instruction, outcomes, staff.

11. In more than a third of the schools there seems to be no relationship between the expressed philosophy and objectives on one hand and the actual practices on the other.

12. It seems that schools for Negroes in some states have to be better than those for whites in order to get the approval of the Southern Association.

13. Findings support the belief that it is easier for schools to receive approval by the Southern Association in some states than in other states.

14. Since this investigation was limited to schools accredited by the Southern Association of Colleges and Secondary Schools, a state's standing or rank in the present study does not necessarily reflect the general situation within that state relative to the availability of secondary education for Negroes. For example, a state which ranks low or high in terms of its schools on the Southern Association list may have a very different rank if all of its state approved high schools are evaluated.

15. Accredited schools for Negroes, although they approx-

imate the regional norms, are much poorer than the accredited secondary schools of the nation. The median score in the present study is much lower than the median score in the group of schools evaluated by the Co-operative Study of Secondary School Standards. The Southern Association schools for Negroes averaged 402, or 45 per cent, out of a possible 900.

Possible Causal Factors

Among the many interacting factors, which influence the educational programs of the institutions included in this study, are a large number which are outside the purview of the Evaluative Criteria and are peculiar to schools operating for Negroes. Since the average scores of most of the accredited schools for Negroes deviate widely from the Co-operative Study norms in certain areas, it seems logical to consider at this time a few possible causal factors. No claim is made that the factors, listed below, are the main ones or that all of them are peculiar to schools for Negroes. But it is believed that these factors contributed much to the low and high scores.

Low-scoring areas.--As has been mentioned earlier, the accredited secondary schools for Negroes scored relatively low in three of the nine areas--guidance, outcomes, and administration. The following seem to be strong contributing factors:

- A. The Southern Association of Colleges and Secondary Schools has not stressed or encouraged development in those areas in which the schools are weakest. The Association standards for accreditation make no reference to guidance services and outcomes of the educational program; very little in the standards is focused upon administration.
- B. Functionaries in the areas of guidance and administration are

inadequate in number, and are lacking in preparation for their duties and responsibilities.

C. Guidance services

1. In most of the schools discipline is not separated from counseling.
2. Practically no funds are provided for guidance services.

D. Outcomes

1. Most of the schools have no objective measures for determining the success or failure of their educational programs.
2. In terms of personnel and facilities most of the institutions have programs which appear to be too wide in scope.

E. Administration

1. Principals do not have adequate, well trained, administrative assistants.
2. Many principals teach more than a third of a normal load.
3. Principals have most of the responsibility for establishing and maintaining proper community relationships. Practices seem to indicate that the superintendents devote little or no time to public relations which are peculiar to schools for Negroes. Therefore, the principals of schools for Negroes are more responsible for certain phases of community relations than are the principals of white schools; for example, recreational activities and co-operation with churches.

High-scoring areas.--The following seem to be important causal factors relative to the comparatively high scores, attained by the accredited secondary schools for Negroes, in three of the nine areas--library services, staff, and instructional procedures:

- A. Standards of the Southern Association emphasize development and improvement in areas in which the schools excel.

B. Without a doubt there has been some stimulation in certain areas from the Co-operative Study publications since the findings of the Study have received wide publicity. Although the schools had not used the Study, several of the principals reported some knowledge of the Evaluative Criteria.

C. Library

1. Public libraries in most Southern communities have no provisions for serving Negroes.¹ Therefore, in many of these communities the school library is the only one open to persons of color. A number of the communities have approached the problem by building up the book collections in the high schools for Negroes; others have set up branch libraries in the schools.²
2. The recent development of the "Free Textbook System" in the South has probably stimulated wider reading on the part of the school population. Such a result would no doubt encourage improvement and extension of library services.
3. The Rosenwald Fund has been instrumental in improving the library services in Southern schools since 1932. Prior to this time the Fund had been contributing to the construction of school buildings for Negroes. During the period from 1935 to 1941 the Fund shipped to schools located in the Southern Association region 7,650 library sets; approximately 95 per cent of this number going to schools for Negroes.³

¹Eliza Atkins Gleason, The Southern Negro and the Public-Library, p. 108. Chicago: The University of Chicago Press, 1941.

²Ibid., pp. 146 f.

³"Confidential Report to Trustees," July 1, 1935-June 30, 1941, p. 25. The Julius Rosenwald Fund. Chicago, 1941. (The investigator was granted permission on March 29, 1943 to study this report and to quote certain parts.)

4. Library schools for Negroes have been very active in efforts to improve the library services in public high schools; not least among these have been the large number of generous fellowship grants.¹
5. The library standards of the Southern Association may, or may not, be higher than those for other areas of the educational program, but they are more searching if judged by the amount of space devoted to them in the Standards for Secondary Schools.²

D. Staff and Instruction

1. Schools, like individuals, probably strive to be as good as their neighbors. Therefore, the influence of schools connected with institutions of higher learning has a wholesome effect upon the others in the areas under discussion.
2. Certification standards have risen rapidly in the Southern states during the last ten years.³ This coupled with the fact that 60 per cent of the teachers in the accredited secondary schools for Negroes graduated from approved colleges since 1930, leads one to understand why these teachers are relatively well prepared.
3. The teaching profession has a much higher status among Negroes than among whites. More than 40 per cent of all Negro college graduates are in the teaching profession.⁴

¹The Hampton Institute Library School has been discontinued. At present, 1942, the Library School of Atlanta University is the only such institution for Negroes located in the deep South.

²Standards for Secondary Schools, 1940, pp. 8-10. The Southern Association of Colleges and Secondary Schools, Vanderbilt University, Nashville, 1941.

³Robert C. Woellner and M. Aurilla Wood, Requirements for Certification of Teachers and Administrators. Chicago: The University of Chicago Press, 1942.

⁴Charles S. Johnson, The Negro College Graduate, p. 121. Chapel Hill: The University of North Carolina Press, 1938.

Many well trained Negroes, however, are teachers because "the most logical fields for the superior individuals are closed to them, or are of such specious tenure as to offer but little security."¹

4. Directors of Negro Education in most Southern states are very active in local efforts to improve the staffs and methods of instruction. Their approach to these problems include: (1) suggestions and recommendations for faculty additions and replacements; (2) co-operation with the various summer schools; (3) the issuance of bulletins dealing with techniques for improving instructional procedures; (4) recommendations to the Southern Association of Schools to be considered for accreditation by the Association.²
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¹Ibid., p. 226.

²Activities of the Divisions of Negro Education in the Annual Reports of the State Boards of Education.

CHAPTER XV

IMPLICATIONS

Criticisms of the Co-operative Study's Evaluative Criteria

The following criticisms of the Evaluative Criteria were derived from three sources: (1) experience with the criteria in evaluating the ninety-three accredited secondary schools for Negroes; (2) report of the Committee on Use of the Criteria in the Southern Association region;¹ (3) interviews with persons who had used the criteria. It should be made clear at the outset that the criteria are considered to be the most objective, flexible, and valid procedures, yet developed, for evaluating secondary schools.² Therefore, most of the criticisms which follow represent minor weaknesses in the materials.

1. Since the criteria do not identify the best 10 per cent of the 200 try-out schools, the next 20 per cent, and so forth, it is impossible to score a school from 1 to 5 with a high degree of accuracy or certainty. This criticism has no reference to the checklists because here the standards are absolute rather than relative as is the case with the individual evaluations.

2. The range of "average," from 30-70, seems to be too wide since a majority of the schools fall in this group. In

¹J. G. Umstattd, "Report of Committee on Use of the Evaluative Criteria in the Region of the Southern Association," Southern Association Quarterly, VI, No. 1 (February, 1942), 132-46.

²William E. McVey, "Standards for the Accreditation of Secondary Schools," p. 4. Unpublished Doctor's dissertation, The University of Chicago, December, 1942.

other words, when the middle 40 per cent of the schools are placed in one category the results are not sufficiently discriminating.

3. There is a need for separate norms of accredited schools within the regions of the six associations. It will be recalled that the Co-operative Study has determined norms for accredited and non-accredited schools, but they represent national norms.

4. In addition to the national size-norms, there should be size-norms for the respective regions.

5. There should be organization-norms, especially for the four-year and six-year schools.

6. In evaluating a school it seems to be more logical to begin with its organization and administration and perhaps end with an appraisal of outcomes.

7. Provisions should be clarified with respect to those schools which have combined their curriculum and extra-curriculum activities.

8. There appear to be too many items of double purport in the checklists. Such items confuse the evaluator since it is possible for a school to meet one-half of the standard implied and at the same time fail to meet the other half.

9. The wide use of "ability to" rather than such terms as "does" tends to emphasize the capacity to perform certain functions rather than an appraisal of actual practices.

10. Instructions do not make clear the proper use of the term or letter "n." (This is the letter that should be recorded when a condition or provision does not apply to the school being evaluated.) Under the prevailing instructions a school may be scored "n" on an item which is lacking in the program but should be in operation.

11. It would probably be better if the evaluations of the health services and of the physical education activities were separated in the area of curriculum and courses of study.

12. In view of the literature in the field, there is a definite need for a special section in the criteria dealing with the influence of the school upon its community.

13. Although it is planned to revise the criteria in 1944 or 1945, there is need for some arrangement by which 1943 evaluations can be more accurately compared with norms established in 1937.

14. Provisions are lacking for judging a school as a whole, or a co-ordinated unit, and not merely as a sum of its separate areas in the educational program.

Implications for the Accredited Secondary Schools for Negroes

The findings of the study suggest the following implications for the accredited secondary schools for Negroes in the South:

1. The staff of each school should develop and adopt co-operatively a practical philosophy and then translate it into functional objectives. Their formulation of philosophy and objectives should be preceded by a careful community survey, to determine the needs of the school population and to chart the bearings of the educational program.

2. Schools should study ways by which the guidance functions and services can be improved, especially in those aspects dealing with attitudes and appreciations. The counseling procedures should be strengthened and separated from discipline; placement services should be organized and co-ordinated; and a follow-up program should be instituted.

3. Provisions should be made for continued appraisal in terms of their approved objectives. There should be in operation a number of techniques for evaluating outcomes of the educational program.

4. There should be more democratic procedures in pupil-teacher relationships.

5. Schools should attempt, on a larger scale, to co-ordinate the educational efforts of other community agencies.

6. Schools should make a careful analysis of their procedures and activities to the end that a balanced program will be developed. Most of the schools excel in one or more areas and at the same time fall very short in other areas.

7. Principals should devote more time to supervision of instruction and other more important functions; they should spend less time with routine matters that may be delegated to administrative assistants and office clerks.

Implications Concerning the Southern Association

The evidence seems to support the following implications concerning the Southern Association of Colleges and Secondary Schools:

1. The Evaluative Criteria can be used for accrediting purposes; their approach is superior to the current procedure employed by the Association. The "Alpha Soale" may be used for initial accreditation; the shorter scales--Beta and Gamma--can then be used for the annual "check-up."

2. The Association would render a valuable service to the schools if it were to stage a workshop for principals in which techniques of evaluation would be studied, especially the Co-operative Study's Evaluative Criteria. Such a workshop may be

conducted during the annual meeting of the Association of Colleges and Secondary Schools for Negroes, or at one or more of the summer schools.

3. If use of the present forms for annual reports is continued, they should be revised to include data on philosophy, objectives, guidance, pupil activities, and outcomes.

4. Standards of accreditation should be applied to both schools for whites and those for Negroes on the same basis. Special arrangements make it possible to overlook certain inadequacies, and, therefore, impede progress on the part of schools for Negroes.¹

5. Some schools should be dropped from the accredited list; this is indicated by their extremely low scores in the present investigation. This refers to those schools which scored very low in all areas, and not to those which scored low in some areas but had compensatory features in other areas.

6. Since the norms for the region of the Southern Association are the lowest in eight of the nine areas, a definite program should be instituted to raise the general level of efficiency in member schools.

Implications for Further Research

The findings of the present study seem to suggest a need for research and investigations of the following types:

1. Assuming that Negroes have special and critical needs growing out of differences in background and existing conditions, what special considerations, if any, should be made in the evaluation of schools for Negroes?

¹The Committee on Approval of Negro Schools of the Southern Association states that there is only one difference in the application of standards relative to the two racial groups: schools for Negroes are permitted to have a lower average annual salary.

2. What comparison should be expected between the score of a typical school evaluated in 1942 and norms based upon 1937 scores?

3. What influence, if any, is exerted by schools affiliated with institutions of higher learning upon other neighboring schools?

4. To what extent are the regional norms of the Evaluative criteria affected by the non-accredited schools included in the Co-operative Study?

5. All things being considered, which is the better procedure in evaluating secondary schools: one person equipped with broad training and experience in secondary education or a visiting committee of specialists?

6. What kinds of administrative procedures and practices are necessary to raise the general level of excellency on the part of accredited secondary schools for Negroes?

7. What further techniques can be developed and employed in making an objective analysis of evaluative data secured through interviews, conferences, observations, and questionnaires?

8. Are the Evaluative Criteria of the Co-operative Study based upon "a" philosophy of secondary education?

These eight problem-questions reflect the nature and type of difficulties encountered by the present investigator, in his attempt to evaluate the ninety-three accredited secondary schools for Negroes in the South.

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APPENDIX A

CLASSIFICATION OF ACCREDITED SECONDARY SCHOOLS
FOR NEGROES IN THE SOUTH

CLASSIFICATION OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES

Number	Symbol	Location			Con- trol	Enrollment-Size					Organization					
		Name of Community	Total Popula- tion	Number of Negroes		Per Cent Negroes	Public	Private	Under 200	200-499	500-999	Over 1,000	2 Years	3 Years	4 Years	5 Years
Alabama																
1	TPS6	Huntsville	13,050	4,610	36.1	x	..	120	..	..	..	..	..	..	..	..
2	TPrS6	Talladega	9,298	2,961	31.9	..	x	112	..	..	..	..	..	..	..	..
3	LCPrM4	Plateau	141,978	51,583	36.4	x	..	371	..	..	..	..	x	..	..	x
4	RPS6	Snow Hill	1,372	1,109	80.9	x	..	179	..	..	..	..	..	..	..	..
5	TPrS6	Breuton	3,323	1,567	47.2	..	x	156	..	..	..	..	..	..	..	..
6	MCPs6	Montgomery	78,084	34,535	44.2	x	..	179	..	..	..	x	..	..	..	..
7	SCPS2	Tuscaloosa	27,496	10,178	37.0	x	..	34	..	..	..	..	..	..	..	..
8	TPrS4	Athens	4,342	917	21.9	..	x	47	..	..	..	..	..	..	..	..
9	TPM4	Tuskegee	3,937	2,844	72.2	x	..	366	..	..	..	..	x	..	..	..
Florida																
10	SCPVL6	Miami	172,172	36,857	21.4	x	..	..	..	..	..	..	..	..	..	x
11	TPM6	Ft. Meyers	10,604	2,989	28.2	x	..	..	209	..	..	..	..	..	..	x
12	SCPL6	Tallahassee	16,240	6,487	39.9	x	..	..	..	532	..	..	..	..	..	x
Georgia																
13	SCPM4	Athens	20,650	7,284	35.3	x	..	..	296	..	..	..	..	x	..	..
14	LCPrM6	Atlanta	302,288	104,533	34.5	..	x	..	206	..	..	..	..	..	..	..
15	MCPPrM4	Macon	57,865	25,604	44.2	..	x	..	243	..	..	..	..	x	..	..
16	LCPrVL3	Atlanta	302,288	104,533	34.5	x	..	..	..	..	..	..	..	..	..	..
17	SCPM4	Waycross	16,763	5,843	34.9	x	..	..	251	..	..	x	..	..	..	..
18	TPM4	Thomasville	12,683	6,221	49.0	x	..	..	216	..	..	..	..	x	..	..
19	SCPS4	Albany	19,055	9,719	51.0	x	..	102	..	..	..	..	..	x	..	..

CLASSIFICATION OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES--Continued

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Number	Symbol	Location			Con- trol	Enrollment-Size				Organization							
		Name of Community	Total Popula- tion	Number of Negroes		Per Cent Negroes	Public	Private	Under 200	200-499	500-999	Over 1,000	2 Years	3 Years	4 Years	5 Years	6 Years
Kentucky																	
20	TPrS4	Cordele	7,929	3,873	48.8	..	x	150	..	..	..	..	..	x	..	..	..
21	MCPrS2	Augusta	65,919	27,004	41.0	..	x	111	..	..	..	..	..	..	..	..	..
22	SCPS4	Brunswick	15,035	6,080	40.4	x	..	176	..	..	..	..	..	..	x	x	x
23	MCPL4	Columbus	53,280	17,453	32.8	x	..	..	..	..	..	563	..	..	..	..	..
Louisiana																	
24	TPM4	Hopkinsville	11,724	4,146	35.4	x	..	..	210	..	..	..	..	..	x	..	..
25	LCPVL3	Louisville	319,077	47,158	14.7	x	..	..	..	..	1,070	..	..	..	..	..	..
26	TPS6	Maysville	6,572	987	15.0	x	..	170	..	..	..	..	..	..	..	x	..
27	RPM4	Lincoln Ridge	N.	..	..	x	..	..	265	..	..	..	..	..	x	..	..
28	SCPM6	Paducah	33,765	6,191	18.3	x	..	..	397	..	..	..	..	..	..	x	..
29	TPS6	Frankfort	11,492	1,680	14.6	x	..	138	..	..	..	..	..	..	..	x	..
30	TPS6	Winchester	8,594	1,778	20.7	x	..	109	..	..	..	..	..	..	..	x	..
31	SCPL5	Lexington	49,304	12,925	26.2	x	..	..	..	..	651	..	..	..	..	x	..
32	SCPM6	Owensboro	30,245	2,860	9.5	x	..	..	205	..	..	..	..	..	..	..	..
33	MCP84	Covington	62,018	3,154	5.1	x	..	162	..	..	..	..	..	..	x	..	..
Mississippi																	
34	LCPrS5	New Orleans	494,537	149,034	30.1	..	x	197	..	..	..	..	..	..	..	x	..
35	SCPPrS4	Lake Charles	21,207	8,322	39.2	..	x	96	..	..	..	..	..	..	x	..	..
36	SCPM6	Scotlandville	34,719	11,624	36.4	x	..	219	..	..	..	..	..	..	..	x	..
37	LCPrL4	New Orleans	494,537	149,034	30.1	..	x	..	..	..	509	..	..	..	x	..	..
Kentucky																	
38	RPS4	Alcorn	N.	..	..	x	..	42	..	..	..	..	..	..	x	..	..
39	RPrS4	Edwards	N.	..	..	..	..	71	..	..	..	..	..	..	x	..	..

CLASSIFICATION OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES--Continued

Number	Symbol	Location			Con- trol		Enrollment-Size					Organization				
		Name of Community	Total Popula- tion	Numbers of Negroes	Per Cent Negroes	Public	Private	Under 200	200-499	500-999	Over 1,000	2 Years	3 Years	4 Years	5 Years	6 Years
40	RPrS6	Tougaloo	N.	.....	.....	..	x	68	..	..	..	..	..	..	..	x
North Carolina																
41	MCPrS6	Ashville	51,310	14,435	26.2	..	x	68	..	..	1,466	..	..	..	..	x
42	MCPrL4	Winston-Salem	79,815	36,018	45.1	x	..	..	..	..	..	..	..	x	..	..
43	SCPL4	Rocky Mount	25,568	10,765	42.1	x	..	..	..	..	..	..	..	x	..	..
44	SCPM4	Goldsboro	17,274	7,889	45.7	x	..	..	..	..	..	..	..	x	..	..
45	TPS4	Lexington	10,550	1,684	16.0	x	..	149	..	..	..	..	..	x	..	..
46	SCPM4	Fayetteville	17,428	6,947	39.9	x	..	..	..	..	..	..	..	x	..	..
47	MCPrL6	Durham	60,195	23,347	38.8	x	..	..	..	..	..	..	..	x	..	x
48	MCPrS4	Greensboro	59,319	16,343	27.6	..	x	..	..	..	1,250	..	..	x	..	..
49	MCPL4	Greensboro	59,319	16,343	27.6	x	..	..	..	..	..	..	..	x	..	..
50	SCPM4	Salisbury	19,037	4,712	24.8	x	..	..	..	..	..	..	..	x	..	..
51	TPPrS5	Kings Mountain	6,547	790	12.0	..	x	..	..	..	..	..	..	x	..	..
52	TPM4	Oxford	3,991	1,712	42.9	*	..	..	..	..	..	..	..	x	..	..
53	SCPS4	Chapel Hill	32,072	3,596	15.6	x	..	169	..	..	..	..	..	x	..	..
54	RPrS6	Sedalia	N.	.....	.....	..	x	161	..	..	..	..	..	x	..	x
55	LCPrM3	Charlotte	100,899	31,403	31.1	x	..	..	..	..	..	..	x	..	..	..
56	MCPL4	Ashville	51,310	13,435	26.2	x	..	68	..	..	..	..	..	..	..	..
57	SCPL5	Raleigh	46,897	15,818	33.7	x	..	..	..	..	..	..	..	x	x	..
58	TPM5	Reidsville	10,587	3,732	35.9	x	..	..	..	..	..	..	..	..	..	..
59	SCPM4	High Point	38,495	7,872	20.4	x	..	..	..	..	..	..	..	..	..	..
60	SCPL4	Wilmington	33,407	13,506	40.4	x	..	..	..	..	..	..	..	x	..	..
South Carolina																
61	MCPrM6	Charleston	71,275	31,765	44.6	..	x	..	255	..	..	..	..	..	..	x

CLASSIFICATION OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES--Continued

Number	Symbol	Location		Con- trol	Enrollment-Size				Organization							
		Name of Community	Total Popula- tion		Number of Negroes	Per Cent Negroes	Public	Private	Under 200	200-499	500-999	Over 1,000	2 Years	3 Years	4 Years	5 Years
Tennessee																
62	MCPL4	Columbia	62,396	22,195	35.6	x	..	..	..	974	..	..	..	x	..	..
63	TPM4	Chester	6,392	2,457	38.5	x	..	..	317	..	..	..	..	x	..	..
64	TPrM6	Camden	5,747	2,522	43.9	..	x	..	232	..	..	..	..	..	..	..
65	RPrS4	Denmark	2,056	486	23.6	..	x	133	..	..	..	..	..	..	..	..
Tennessee																
66	LCPL4	Knoxville	111,580	16,194	14.5	x	..	..	..	619	..	..	..	x	..	..
67	LCPL3	Chattanooga	128,163	36,404	28.4	x	..	..	..	509	..	..	..	..	..	..
68	TPS4	Murfreesboro	9,495	2,343	24.6	x	..	152	..	..	..	..	..	x	..	..
69	LCPUL3	Nashville	167,402	47,318	28.2	x	..	..	..	..	1,025	..	..	..	..	..
70	RPrS4	Rogersville	2,018	288	14.3	..	x	58	..	..	..	..	..	x	..	..
Texas																
71	MCPL4	Austin	87,930	14,861	16.9	x	..	..	..	552	..	..	..	x	..	..
72	LCPL4	Houston	384,514	86,302	22.4	x	..	..	..	872	..	..	..	x	..	..
73	SCPM4	Wichita Falls	45,112	4,028	8.9	x	..	..	292	..	..	..	..	x	..	..
74	MCPL4	Galveston	60,862	15,432	25.4	x	..	..	..	610	..	..	..	x	..	..
75	TPS4	Jefferson	2,797	1,109	39.6	x	..	137	..	..	..	..	..	x	..	..
76	MCPL4	Beaumont	59,061	18,921	32.0	x	..	..	..	807	..	..	..	x	..	..
77	LCPUL4	Houston	384,514	86,302	22.4	x	..	..	..	..	1,186	..	..	x	..	..
78	TPS4	Kilgore	6,708	1,006	14.9	x	..	100	..	..	..	..	..	x	..	..
79	MCPM4	Waco	55,982	11,025	19.7	x	..	..	420	..	..	..	..	x	..	..
80	LCPL3	Fort Worth	177,662	25,254	14.2	x	..	..	..	883	..	..	..	x	..	..
81	LCPVL4	Houston	384,514	86,302	22.4	x	..	..	..	..	1,582	..	..	..	..	..
82	LGPL3	San Antonio	253,854	19,235	7.6	x	..	..	..	595	..	..	..	x	..	..

CLASSIFICATION OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES--Continued

Number	Symbol	Location			Con- trol		Enrollment-Size				Organization					
		Name of Community	Total Popula- tion	Number of Negroes	Per Cent Negroes	Public	Private	Under 200	200-499	500-999	Over 1,000	2 Years	3 Years	4 Years	5 Years	6 Years
Virginia																
83	MCPL5	Roanoke	69,287	12,812	18.5	x	..	..	..	703	1,334	..	..	..	..	..
84	LCPVL4	Richmond	193,042	61,251	31.7	x	..	..	..	..	1,232	..	..	..	..	..
85	LCPVL4	Norfolk	144,332	45,893	31.8	x	..	..	..	..	..	..	..	x	x	x
86	RPM4	Cambridge	N.	..	..	x	..	..	236	..	..	..	..	x	x	..
87	RPM4	Ettrick	N.	..	..	x	..	..	228	..	..	..	..	..	..	..
88	RPR84	Rock Castle	N.	..	..	..	x	104	..	..	..	..	..	..	..	..
89	SCPM4	Lynchburg	44,541	10,236	23.0	x	..	..	441	..	..	..	..	x	x	x
90	SCPL4	Newport News	37,067	15,283	41.2	x	..	..	..	664	..	..	..	..	..	..
91	SCPM3	Petersburg	30,631	13,483	44.0	x	..	..	307	..	..	..	..	..	..	..
92	TPM4	Hampton	5,898	1,752	29.7	x	..	..	411	..	..	..	..	..	..	..
93	RPM4	Manassas	1,302	229	17.6	x	..	..	446	..	..	..	..	x	x	x

N = Population not included in U.S. Census Report.

* Semi.

SUMMARY CLASSIFICATION OF THE ACCREDITED SECONDARY SCHOOLS FOR NEGROES, 1942

	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia	Total
Number of schools.....	9	3	11	10	4	3	20	5	5	12	11	93
Enrollment.....	1,564	2,278	4,128	3,377	1,020	271	9,793	1,911	2,363	8,040	6,106	40,851
Teachers.....	84	84	164	157	52	25	373	101	97	296	235	1,648
Control												
Public.....	5	3	7	10	1	1	17	2	4	12	10	72
Private.....	4	....	4	....	3	2	3	3	1	....	1	21
Organization												
2 years.....	1	....	1	....	....	....	....	....	....	....	....	2
3 years.....	....	....	1	1	....	....	1	....	2	2	1	8
4 years.....	3	....	8	3	2	2	13	3	3	10	9	56
5 years.....	....	....	....	1	1	1	3	....	....	....	1	6
6 years.....	5	3	1	5	1	1	3	2	....	....	....	21
Size												
S:Small (under 200).....	7	....	4	4	2	3	6	1	2	2	1	32
M:Medium (200-499).....	2	1	5	4	1	1	7	3	....	2	6	31
L:Large (500-999).....	....	1	1	1	1	....	5	1	2	6	2	20
VL:Very large (over 1,000)	....	1	1	1	....	....	2	....	1	2	2	10
Size of community*												
R:Rural (less than 2,500)...	1	....	....	1	....	3	1	1	1	....	4	12
T:Town (2,500-14,999).....	5	1	2	4	....	....	4	2	1	2	1	22
SC:Small city or community (15,000-44,999)...	1	1	4	3	2	....	8	....	....	1	3	23
MC:Medium city (50,000-99,000).....	1	....	3	1	....	....	6	2	....	4	1	18
LC:Large city (over 100,000).....	1	1	2	1	2	1	1	....	3	5	2	18

APPENDIX B

FORMS USED IN THE STUDY

Southern Association Report Blanks

Checklist

Questionnaire

Summary Form

Sheet 1

The Southern Association of Colleges and Secondary Schools

To the Principal or Superintendent:

This blank is spaced for the use of a standard typewriter, and the report should be typewritten, if possible. Please see that every blank is filled with an answer, so that the chairman of the State Committee may know that the call for data or information has not been overlooked or disregarded. Please fill the duplicate form and keep it on file. After the form has been filled please look it over carefully and place your signature in the space provided.

Where "Standards" of the Association are referred to, italics indicate the exact statement of the standard. Statements not in italics are interpretations or explanations of the standards, in accordance with the existing regulations of the Commission on Secondary Schools.

ARTICLE IV, STANDARD H, READS: No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the Inspector. New schools must submit evidence of application for membership (i. e., a resolution) by the local board of education or school trustees. These reports must be in the hands of the Chairman of the State Committee by October 15.

ARTICLE VIII READS: All secondary schools that are members of the Association shall pay annual dues of ten dollars, which must accompany this report.

ARTICLE IX READS: Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

ANNUAL REPORT of the _____ School

Located at P. O. _____ Public or Private School?

State of _____ County of _____ for the year beginning September 1, 1942

Superintendent _____ Principal _____

I. GENERAL ITEMS

1. Was the school "warned" last year? _____ If so, on what point _____

2. Has correction been made? _____

3. Date of last inspection _____

4. Inspection made by _____

5. ARTICLE IV, STANDARD N: Schools accredited by this Association and desiring to participate in inter-school athletics shall be members of, or shall be eligible for membership in, the State Athletic Association or League or some such organization. (Any school applying for accreditation and not fully meeting this standard should file with its annual report through the State Committee a full explanation.)

a. Does institution participate in inter-school athletics? _____

b. Athletic Association in which school holds membership _____

c. If not a member, submit statement explaining fully _____

II. ORGANIZATION

* ARTICLE IV, STANDARD A: No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. A three-year school shall be accredited which does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth. A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take more than four academic units. A different practice in the school must be explained to the State Committee. An academic year shall be not less than 175 days during which the school is actually in session exclusive of holidays.

(In all science courses two double periods a week throughout the year should be devoted to laboratory work, three single periods to classroom work—a minimum of 280 minutes a week. Five 60-minute periods a week gross will satisfy this requirement.)

1. Number of days school actually in session. (a) 1939-40 _____
(b) 1940-41 _____ (c) 1941-42 _____

2. Number of days anticipated for 1942-43 _____

3. Is the school in the highest class of schools as listed by the State Department of Education? _____

4. Are attendance and scholarship records accurately kept and fully preserved? _____

5. Could you furnish all students with complete transcripts of their high school records? _____

6. Is the school definitely organized as (underscore):

a. A 3-year school (grades 9-10-11) or (grades 10-11-12) _____

b. A 4-year school (grades 8-9-10-11) or (grades 9-10-11-12) _____

c. A 6-year school (grades 6-7-8-9-10-11) or (grades 7-8-9-10-11-12) _____

* See "Report of Committee on Standards," THE SOUTHERN ASSOCIATION QUARTERLY, Vol. VI, No. 1, Feb. 1942, pp. 129-130.

III. HIGH SCHOOL PUPILS (Report enrollment according to organization indicated in Sec. II-6 above.)

1. Enrollment Oct. 1st, 1942	Boys	Girls	Total
6th grade	_____	_____	_____
7th grade	_____	_____	_____
8th grade	_____	_____	_____
9th grade	_____	_____	_____
10th grade	_____	_____	_____
11th grade	_____	_____	_____
12th grade	_____	_____	_____
Total High School Enrollment	_____	_____	_____

2. Pupil-teacher ratio. (Article IV, Standard I.)

All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The Association recognizes 30 as a maximum.

a. Total number of High School Teachers including Librarian _____

b. Pupil-teacher ratio, that is, total enrollment divided by the total number of teachers _____

c. Classes with more than 30 enrolled: 31 to 35 _____
36 to 40 _____ More than 40 _____

3. Number of pupils carrying 5 units _____

Number of pupils carrying more than 5 units _____

4. Number of extra credit pupils who carry 5 or more units who failed in one or more subjects in 1941-42 _____

5. How many of the extra credit pupils rank lower than the upper 25% of their school class? _____

6. Graduates 1942 Boys _____ Girls _____ Total _____

7. Graduates 1942 who entered college this fall:
Boys _____ Girls _____ Total _____

IV. SUPERVISORY OFFICERS

1. Number of periods superintendent teaches per week _____

2. Number of periods principal teaches per week _____

3. Does superintendent hold a degree from a college? _____

4. What degree? _____ What college? _____

5. Does the principal hold a degree from a college? _____

6. What degree? _____ What college? _____

7. Is there an assistant principal? _____ Does he hold a degree from a college? _____

8. What degree? _____ What college? _____

Sheet 2

The Southern Association of Colleges and Secondary Schools, Report of _____ School.

V. TEACHERS

*ARTICLE IV, STANDARD B: The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is, that not less than 75 per cent of the total number of teachers of academic subjects, including the superintendent, the principal, the librarian, teachers of Agriculture and Home Economics, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers of academic subjects, and of Agriculture and Home Economics, are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(This regulation does not apply to a person transferring from one member school to a similar position in another member school provided not over 2 years elapse from the time of leaving the first position to entering the work in the second position. Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A "beginning teacher" is defined as one who has not completed 24 months of teaching in an organized school. Such a person continues in the "beginning teacher" status until the 12 hours of education required above have been completed. A "semester hour" is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than 15 hours of recitation or lecture work.)

1. What per cent of the teachers in this school hold degrees from standard colleges in accordance with Art. IV., Stand. B.?
2. Does the school meet requirements relative to the training of beginning teachers and principals?

VI. TEACHING LOAD

ARTICLE IV, STANDARD C: The maximum teaching load of any teacher of academic subjects is 750 pupil-periods per week with not more than six daily recitations. The Commission will require detailed explanation of variations from this rule. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(No combination of such work should amount to more than thirty-five periods a week for any teacher. The minimum length of a recitation period shall be forty minutes in the clear.)

	Men	Women	Total
1. Number teachers teaching daily:			
a. Fewer than 5 periods			
b. Five periods			
c. Six periods			
d. More than six periods			
2. Number teachers teaching weekly:			
a. 750 pupil-periods, or fewer			
b. More than 750 pupil-periods			
3. Number teachers occupied more than \$5 school periods per week			

VII. PROGRAM OF STUDIES

Indicate below the number of college entrance units or half units actually given in work of the following subjects—(as Latin 8):

English _____ Latin _____ Greek _____ French _____
 German _____ Spanish _____ Algebra _____ Pl. Geom. _____
 S. Geom. _____ Biology _____ Physiol. _____ Chem. _____
 Physics _____ Gen. Sci. _____ Geog. _____ History _____
 Drawing _____ Music _____ Com'l. _____ Man. Arts _____
 Home Ec. _____ Agricul. _____ Physical Ed. _____ Other Sub-
 jects _____

VIII. BUILDINGS AND EQUIPMENT

ARTICLE IV, STANDARD E: The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

1. For what number of students was the present building designed?
2. Is the building at present notably overcrowded?
3. Is the building thoroughly safe and hygienic?
4. Date constructed _____ Value when constructed _____
5. Dates of additions to building _____
6. Approximate cost of additions _____
7. Number of rooms added _____
8. Total cost of building _____

ARTICLE IV, STANDARD D: The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

Estimated value of school equipment

- | | |
|---|--|
| a. Agriculture _____ | |
| b. Commercial _____ | |
| c. Home Economics _____ | |
| d. Library (books and equipment) _____ | |
| e. Maps and charts _____ | |
| f. Manual Arts and Mechanical Drawing _____ | |
| g. Science _____ | |
| Biology (Botany and Zoology) _____ | |
| Chemistry _____ | |
| Physics _____ | |
| Other sciences combined _____ | |
| h. Other kinds of equipment _____ | |
| 1. _____ | |
| 2. _____ | |
| i. Total _____ | |

Signature of officer responsible for this report.

LIBRARY REPORT

The Southern Association of Colleges and Secondary Schools. Report of _____ School.

Total Enrollment of Secondary School _____

IX. LIBRARY

A. Books.

1. Number of books reported in 1941 _____
2. Number of books added since your last report _____
3. Total number of books _____

4. Allocate below the books in your library :

INCLUDES	OLD	NEW
000-099 General Works (encyclopedias, periodicals, etc.)	_____	_____
100-199 Philosophy (Includes psychology, right living, etc.)	_____	_____
200-299 Religion (Includes mythology)	_____	_____
300-399 Social Sciences (Includes economics, government, law, etc.)	_____	_____
400-499 Language (Includes dictionaries and grammars.)	_____	_____
500-599 Science (Includes mathematics, chemistry, physics, etc.)	_____	_____
600-699 Useful Arts (Includes agriculture, engineering, etc.)	_____	_____
700-799 Fine Arts (Includes sculpture, painting, music, etc.)	_____	_____
800-899 Literature (Includes poetry, plays, etc.)	_____	_____
900-999 History (Includes geography, travel, and biography)	_____	_____
Fiction	_____	_____

5. Number of desirable books received as gifts _____

B. Funds.

6. Annual appropriation of Board of Education to Library _____
7. Money contributed by friends, organizations outside the school _____
8. Money given by student organizations _____
9. Total amount spent for books since last report _____

C. Periodicals.

10. Number of daily newspapers _____
11. Does your library take the county newspaper? _____
12. Number of weekly periodicals _____
13. Number of monthly magazines _____

D. Librarian.

14. Name of Librarian _____
15. Is librarian a graduate of a standard college? _____
16. Name of school from which librarian received under-graduate degree _____
17. Training of librarian in library science in semester hours _____
18. Name of school or schools from which librarian received library training _____
19. Number of years in library work _____
20. Number of years of teaching experience _____
21. Number years of library service in this school _____
22. Number of periods per day devoted to the school library _____
23. Number of periods devoted to teaching _____
24. Number of lessons in the use of the library given during the school year _____

E. Library Room.

25. Is the study hall used as the library? _____
26. Separate classroom _____
27. Separate room devoted to library? _____
28. Is the school library a part of the public library? _____
29. Any other arrangement? _____

F. Organization.

30. Is the library catalogued? _____
31. Is an accession record kept? _____
32. Has a shelf-list been made? _____

G. Equipment.

33. Is the library room equipped with tables and chairs? _____
34. Is the shelving space adequate? _____
35. Is the library room equipped with loan desk, magazine rack, bulletin boards, catalogue case, typewriter, etc. _____

HEET 4

The Southern Association of Colleges and Secondary Schools. Report of School
 TRAINING OF HIGH SCHOOL TEACHERS, SUPERVISORS, PRINCIPALS, SUPERINTENDENTS AND LIBRARIANS
 (Place a cross before the name of each beginning teacher and a circle before the name of the Librarian)

NAME	ACADEMIC PREPARATION Names and Locations of Colleges attended, with degrees received. Give Dates.*	PROFESSIONAL TRAINING Extent in Semester Hours When and where received	ACADEMIC SPECIALIZATION Major and Minor Subjects Pursued in College	Subjects now teaching	Teaching Experi- ence**		Teaching Load	
					a.	h.	a.	b.
					Yrs. in this school	Yrs. in other schools	No. of daily recita- tions	No. pupils taught daily
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								
First Name								
Last Name								

*Academic Teachers without degrees are expected to submit credentials in accordance with Article IV, Standard B.

**Mark X in column a, if a "beginning" teacher (see definition of "beginning" teacher, Article IV, Standard B)

SHEET 5

The Southern Association of Colleges and Secondary Schools

Total high school enrollment last year

Total number of graduates last year

Number of those graduates that entered college

High School

Is your school public or private?

Is the school definitely organized as (Under-score):

a. A three year school (grades 9-10-11) or (grades 10-11-12).

b. A four year school (grades 8-9-10-11) or (grades 9-10-11-12).

c. A six year school (grades 6-7-8-9-10-11) or (grades 7-8-9-10-11-12).

(Postoffice)

(State)

1. Please list below the names and addresses of all your last spring's graduating class who are attending college somewhere this collegiate year. List them regardless of the size or kind of institution they are attending. The "Report on College Freshman Grades" of the Southern Association is compiled from these data. The compiler of this report is following up every graduate of the Southern Association Secondary Schools and getting reports on work done. Parts III and IV of Proceedings of Association carry the report for last year. The next report is to be similar to that except more complete, hence this list of graduates.

2. Put all students attending each institution together.

3. Use typewriter if possible, if not print.

NAME OF STUDENT

*Recom-
mended†Not
Recom-
mendedNAME OF HIGHER INSTITU-
TION ATTENDING

ADDRESS OF INSTITUTION

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Principal.

*This means the student entered College with the recommendation of the principal.

†This means the student entered College without the recommendation of the principal.

DAILY SCHEDULE OF HIGH SCHOOL RECITATIONS

Include specifically all duties of each teacher, such as library, study hall, extra-curricular activities, office duties, etc.

Do you have a definite salary schedule?...

High School

Salary of Superintendent...

(unless included in data below)

Salary of Principal.

[illegible][illegible]

No. classes with over 30 enrolled

No. teachers with over 5 periods daily.

Net length in minutes of Class Periods..

Of Laboratory Periods...

Total number of minutes devoted weekly to each Science...

Principal

CHECK LIST FOR SCHOOL VISITATION
(Aaron Brown)

SCHOOL: _____ CITY: _____ STATE: _____ DATE: _____

I-Principal:

A-Report first to Principal

- 1-Explain Study and nature of visit
- 2-Secure his cooperation

B-Discuss Southern Association of Colleges and Secondary Schools Forms

- 1-Are the forms correct?; do they represent a true picture of this school?

- 2-Any evidence of pressure on principal; Were any changes made after forms left the Principal?

C-Frequency and nature of visits by following:

- 1-Local Superintendent
- 2-State Director of Negro Education
- 3-Southern Association Officials

D-The Contribution of the School to the Community and vice versa

E-Has the School ever been evaluated? When? What criteria used?

F-Type of records kept and kinds of forms used (Observe them)

G-Any opportunity for me to attend Faculty Meeting or Committee of Faculty today?

II-Principal and Teachers:

A-Objectives or Fundamental Concepts of the School

B-Guidance Program

1-Basic concept of Guidance in the School

2-Responsibility

3-Organization (Advisers, Sponsors, Home rooms, records, etc.)

4-Educational Phase

5-Vocational Phase

C-Curriculum Variations and Significant Developments

1-In relation to stated Objectives

2-Community Ties; How are Community Resources utilized?

3-Course or subject relationships

a-Negro History

(1)-Taught as separate course

(2)-Integrated with other courses

(3)-Not taught at all

D-Time Arrangement for Teaching; Student Activities; Guidance; Community Work; Other Duties

E-Nature of Faculty Meetings

1-Purely Administrative

2-Mainly for Professional Advancement

3-Discussion of School Details

4-Other Description

III-Principal, Teachers, and Students:

A-Outcomes (Curriculum, Guidance, Activities)

(All Activities of the School part of the Curriculum?)

1-How well are Objectives met?

a-Principal's view

b-Teachers' views

c-Student Opinion

d-Opinions of graduates and former students (if possible)

B-Student Organizations or Activities

1-Extent and nature of student participation

2-Faculty Relations and Responsibilities

3-How correlated with regular school program

4-Typical Activities

a-Secure copies of programs, school paper, etc.

C-Student Council

1-Purpose

2-Status

IV-General Observations:

A-General Atmosphere of the School

B-Check for Accuracy of items reported on the So.Ass. Forms

C-The School's Relationship with the Community

V-Note:

A-The purpose of the visit is two-fold:

- 1-To secure necessary and vital data for the study which is not a part of the Southern Association Forms
- 2-To check the findings of the Reports at first hand

B-Approximate time of visit per school will be one day; re-checks if possible

C-Some data outlined on this form will be secured from Schools not visited through correspondence

D-Technique:

- 1-Visit to be as casual as possible
- 2-Not to interfere with regular routine of school day
- 3-Note taking during conferences and observations to be minimized
- 4-Criticisms will be avoided
- 5-Secure the full cooperation of the Principal by outlining to him the nature of the Study and the purpose of the visit; his permission to execute the plans of this outline must be received before further investigations of observations are made.

Aaron Brown
Department of Education
The University of Chicago

May 1, 1942
Chicago, Illinois

Dear Principal:

I am completing a Study of the Accredited Secondary Schools for Negroes in the South under the general direction of Dr. W. C. Reavis of the University of Chicago. My major source of data has been the 1941-42 Southern Association of Colleges and Secondary Schools' forms filed in the Office of Dr. J. Henry Highsmith of Raleigh, North Carolina. I need some additional information from the schools and, therefore, I am asking you to answer the following six questions as briefly as accuracy will permit and mail the form to me, in the enclosed stamped-addressed envelope, as soon as possible. Your answers will be treated confidentially and your cooperation is earnestly solicited.

Sincerely,
Aaron Brown

- - - - -

1-Has the School ever been evaluated?_____What Criteria used?

2-Does the Southern Association Form, filled out by you this school year, give an accurate description of the School?_____

Did you experience any outside pressure in completing the form?

3-Is there a Guidance or Student Personnel Program in operation?

Who is responsible for its operation?_____
Title_____

Is a Physician available to the School?_____; A Psychologist?
_____; A Psychiatrist?_____

Are Student Personnel Records kept?_____What use is made of
them?_____

4-List the six major Student Activities in the School (such as Athletics, Council, Boy Scouts, School Paper, etc.) 1:_____
2:_____3:_____4:_____5:_____6:_____

Are these Activities correlated with the regular School Program?_____

5-What is the outstanding relationship of the School to the Community and vice versa?

6-Briefly, what is the fundamental purpose or objective of the School?

(use back of sheet if necessary)

Note: Please attach a copy of your school's philosophy and objectives. Kindly send me samples of school work such as tests, blank forms, school paper, schedules, etc.

School: _____

Signature: _____
Principal

City: _____

State: _____

Date: May____, 1942

INDIVIDUAL SCHOOL SUMMARY

School: _____ State: _____

Size: VL _____; L _____; M _____; S _____ City _____

Type: Public _____ Private _____ Data: R _____; Q _____; V _____

EVALUATIONS

Areas	Score	Deviation		Cooperative Study Norms						
		Size	Type	Regional	Size				Type	
					VL	L	M	S	Pub.	Pri.
1-C				41-65 So-41	66	57	51	40	50	52
2-PA				38-67 So-38	71	58	48	41	47	66
3-L				38-67 So-47	78	64	47	38	49	55
4-G				36-66 So-36	67	53	52	41	46	70
5-I				41-65 So-41	59	61	50	42	48	61
6-O				43-64 So-43	69	60	46	42	46	70
7-S				34-69 So-34	80	52	49	39	49	56
8-P				40-67 So-40	60	54	51	44	48	62
9-Adm				37-66 So-37	64	55	51	42	47	64

Comment:

Aaron Brown
1942

